

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXX.

For the Week Ending May 6

No. 18

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Impressions.

V. W. Pearson, Sheffield, England.

[Mr. Pearson spent several weeks in studying American schools. His tact, good judgment, quick wit, and last but not least the merry twinkle in his eye and made a welcome visitor wherever he went. "We were charmed with Mr. Pearson at Millersville," says Dr. Lyte. "The young ladies of our college think back to Mr. Pearson's talk as the treat of the term," writes a teacher in a Western institution. How much sunlight the right sort of visitor can bring into a school-room and into teachers' hearts!

On February 8, armed with the harmless necessary weapons of travel—letters of introduction and a book of Cook's credit notes—I stepped ashore from the *Oceanic*, bound on a mission of inquiry into the methods of American education, with special reference to the system of training teachers and the kind of work done in the public schools. On March 25 I left for England, without the letters, with a reasonably diminished stock of credit notes, and with a mind stored with stimulating ideas and a heart full of gratitude toward those who had done so much to make my visit pleasant and instructive, foremost among whom was the editor of this journal. However liberally he may employ the blue pencil upon this article, I sternly enjoin upon him not to delete the latter portion of the last sentence. Will the many friends to whose kindness I am so greatly indebted receive this expression of my heartfelt thanks and also my assurance that if, on any future visit to England they can find time to turn away from the attractions of Stratford-on-Avon and Stoke Pogis to see this dark picture in a fair frame, this busy town of Sheffield, they shall have from me a true Yorkshire welcome.

To attempt an account of my travels would carry me far beyond the limits of the space that is thus so kindly accorded me. Let it suffice to say that, in addition to New York, I saw Chicago, Milwaukee, Philadelphia, Millersville, Washington, Boston, Lowell, Worcester, Bridgewater, Westfield, and Albany. My mission was not to make a report; it was a quest of fresh air and light, and I am deeply indebted to my own town, at whose instance, and at whose expense, the journey was taken.

The first question put to me on my return was, "Well, are they ahead of us?" My answer was, "Yes, they care about education."

There are, without doubt, many Englishmen who care very greatly about education, but the widespread interest in it, and the almost universal faith in it which exist in America have no parallel in this country. About eleven per cent. of the pupils in the city of New York are over fourteen years of age. Tho I see regrets expressed in American journals that children still leave school too early, I can assure you that in this respect you are far ahead of us. I am ashamed to give our statistics, and my reticence is more significant than words. Then your teachers seem never to tire of learning. What does one find in the post-graduate classes of your universities? One finds men and women of mature years—forty is mature, and certainly some of the men were as old as that; I cannot pronounce so surely upon the women—in

the seats of the learners. Some of these had given up lucrative posts that they might add to their pedagogical stock. The cynical criticism that increased dollars lie at the end of this effort is nothing to the point, except to further prove my contention that education is valued among you, for what better proof of value can be offered than that it pays. One of the straws which show which way the current sets was seen in Boston at a meeting of the Newsboys' League, one of the objects of which is the raising of the compulsory school age to sixteen. Proofs of the interest taken in education were offered to me every day, but tho they may be given to an English audience you do not need them; you know that I speak the truth.

One would be inclined to attribute much of the success of your work to the system of "superintendency" which you possess. We have nothing exactly like this, tho there are the beginnings of the idea in the recent organizations of some of our county councils. Still for the most part we do not unite administrative and educational authority in the same hands. Speaking broadly, you allow much more power to the "expert" than we do. In this respect one would think that Germany stands at one pole, England at the other, and yourselves between the two, but inclining to the German position rather than ours. The influence for good of a superintendent, at once cultured in mind and vigorous in administration, armed as he is with civil authority, can hardly be over-estimated.

Then many of us would fain follow you in the stress which is laid upon English literature in your public schools. With us arithmetic holds the fort. Now who can say that as discipline for life, important tho it is, arithmetic can for a moment hold its place against English literature? In the culture of taste, in the training of will, in calling out the emotions, in furnishing the imagination with pictures, in storing the memory with noble thoughts, what branch of school work can for a moment compare with it? Among the tenderest and most refreshing of my American memories is that of a visit paid to the Everett school, Boston. Here I found children, from the fourth grade upward, making, in successive years, five of your own poets and one of ours the center around which not merely thought, but life itself revolved. Longfellow, Whittier, Holmes, Lowell, Bryant, Tennyson—these are the wells of feeling and thought in the happy lives of the pupils of this favored school; and what is found here may doubtless be found, tho perhaps in different setting, in other schools. Your class-room libraries,

your public library bulletins, your public recitations all point the same way; you seek to make noblest thought, expressed in fittest words, the food on which to rear the young lives committed to your care.

To me the drop from literature to psychology is a long one, but no one can see your work in the training of your teachers without feeling how large and valuable an equipment in the study of this important science is provided for the student who works along the lines you take. These lines are not, in many instances which came under my notice, the mere reading of text-books, still less the memoriter learning of definitions, but real inquiry, original, tho directed. Such work, for instance, as I saw in the classes of Dr. Scott, at Boston, struck me as having a high value, from the standpoint both of information and discipline.

These are among the strongest of the impressions left on my mind by what I have seen amongst you. I might also speak of the manual and nature work which I saw, of the zeal and skill with which the work of the kindergarten is carried on, of the ingenuity shown in the correlation of studies, but the limits of my space draw in upon me.

I might speak of prejudices removed and show how I found your large, over-large, schools a necessary corollary of your congested populations, and how the system of the employment of women as teachers on so large a scale is brought about by the very prosperity of your land of opportunity.

But I wish to point out two dangers that seem to me to lurk in your path. It may seem out of place in a visitor of a few weeks to take this course, but your kind hospitality is at fault. I was made so much at home among you that your problems became mine, and the dangers which seemed to threaten you aroused alarm in my own mind.

Is there not a danger in the prolonged period during which your pupils work on elementary lines? Is there not here a moral danger as well as an academic one? I witnessed what rapid strides the learners made when confronted at the age of fifteen with the difficulties of a strange language or a new science, but I think they would have done still better if they had come to these studies earlier, and that they would have been stronger in character if they had earlier escaped from the close direction of the elementary school into the greater comparative freedom of the high school.

Then there is the danger which always besets great organizations. Wherever work is done on a large scale there must be order and system, drill, and routine. These are the giants which we call in to aid us in our stupendous tasks, but there is always the peril, unless we are stronger than they, lest they turn again and rend us. The true education is in the influence of life upon life, and where mechanism comes in between teacher and pupil the issue is too disastrous to contemplate. I do not say this as one speaking to those who are unaware, but as a fellow-worker who admires your work, glories in your successes, and, in sympathy with you, stands at attention when a hostile step is heard.

On April 28, Governor Douglas signed a bill, based on a petition presented by James J. Storrow, for a reduction of the Boston school committee from twenty-four members to five. The old committee, therefore, will retire upon the organization of the new board of five, to be elected at the municipal election next December.

Breakfastless Children.

At a conference of supervisors and visitors of the New York Association for Improving the Condition of the Poor, last week, Mrs. Ingram, superintendent of relief discussed the standard of living with a special reference to the dietary of school children. She summarized the results of an investigation of the physique, dietary, and home conditions of 750 school children in Glasgow, Scotland. Dr. A. K. Chalmers, medical officer of health, admits that a more extensive investigation would provide more reliable data from which to draw conclusions, but the facts obtained are too significant for a thoughtful reader to pass over without recognizing the value of classifying the statistical results of a medical inspection of school children and of relating those results to home conditions.

Instead of guesses or verbal statements from teachers and pupils, Dr. Chalmers conducted the investigation to ascertain accurate facts regarding the following: Measurement and weight of children, condition as to complexion, cleanliness, teeth, eyes, hearing, throat, nose, skin, glands, heart, lungs, abdomen, the state of nutrition, deformities, general mental capacity and standing in the class, the nationality of parents, the state of house, rooms, etc. The inquiry was begun in a district where the death rate was high, houses unsanitary, wages low or entirely lacking, and was conducted thru four other districts of decreasing—all however above the city's average—death rates and increasing general advantages, the same number of children (150) being examined in each district. The report states that there are conditions even worse than those described as one room conditions, namely, those districts where more than one family are living in one room, and which might be described as one bed, two bed, and three-bed families and conditions.

All the causes of defective hearing were most common in the poorest section examined, this section showing 11 of the 22 most serious cases found among the 750 children, and all of these cases being in a sadly neglected condition. This was also true of enlarged tonsils and adenoids, mouth-breathing, nose and throat trouble. Skin diseases were most prevalent in the poorest section, 18 per cent. of the children there being affected as against 2.6 per cent. in the best section, and the same districts showed 29.3 per cent. of glandular enlargement and decaying teeth, against 12 per cent. Again in the examination of heart and lungs, the poorest school showed almost double the number of affected children, many having undoubted disease, and many more under the normal. These children were found to be taking part in drills and exercises often beyond their strength. It is obviously wrong, and even cruel, to enforce drill and physical exercise among underfed boys and girls, with weakened or defective organs. Comparison of the different schools and sections showed less variation in eye diseases, but in the poorer schools only a very small percentage of those with defective sight were found to be wearing glasses. Deformities were most numerous in the poorest district, very few being found in the children belonging to families living in a district where there are frequent open spaces and parks. Out of the 750 children 133 suffered from deformity of chest, the majority of cases due to rickets, that is faulty feeding.

A most suggestive part of the inquiry was the grading of the children according to the size of the house in which they lived. The average height of girls living in one-room apartments was found to be 43.4 inches, those living in two rooms 49.2, and

those in three or more rooms 50 inches. The average weight of girls living in one room was 48.8 lbs., in two rooms 56 lbs., and in three or more rooms 58 lbs. We may therefore infer that here we have one basis of an economic standard, — a one-room family will probably have one-room food, one-room clothing, and one-room morals, a three-room family will have three-room food, clothing, and morals, with corresponding size, weight, appearance, and mentality.

At the root of the whole national life, including school hygiene, is the housing question, and this is closely followed by the food question, the latter, as affecting the children, being of most importance. There is no doubt that thousands of school children are improperly housed, that tens of thousands are systematically underfed, the evidence, as in the recent New York investigation, seeming to point to unsuitableness or improperly prepared food even more than to lack of quantity. An inquiry and a report like the above must rouse to active interest every man and woman who feels a share of responsibility in the future citizens, the future mothers, of the country. As our school authorities should know all that there is to know of our school children, so our relief visitor should learn the facts regarding the feeding of children in her charge, and the relief organization should guarantee not only an adequate supply of food but a proper method of preparing it.

Feeding School Children in England.

They are having stirring times in the British House of Commons over the subject of feeding school children. After the second reading of the consolidated fund (No. 1) bill, several vigorous speeches were made by members of the committee. One speaker called attention to the fact that the board of education had been very inactive in the matter of calling upon the local education authorities to make adequate provision for the proper feeding of children in the elementary schools. He contended further, that it was within the power of the local government board to authorize boards of guardians to make grants to the education authorities to enable them to feed starving children. The relief which was obtained from charitable sources was spasmodic and uncertain. The demand that this question should be dealt with at once, came from all parts of the country. The state should take up this question. If the parents were responsible, let them punish the parents, but they should not visit the sins of the parents upon the children. He pointed out that the state had done much to break down the sense of parental authority, therefore it was its duty to step in and supply the place that the parent formerly occupied.

A veteran school teacher, in seconding the motion to re-read the bill at a future meeting, declared that after his thirty years of experience he had arrived at two very definite conclusions with regard to the whole physical condition of the children of the working classes throughout the country. In the first place, 80 per cent. of these children were never better off, with regard to housing, clothing, and feeding, than they were to-day. On the other hand, the remaining 20 per cent. in respect to these conditions, were in an entire hopeless condition, and never more hopeless than at the present time. This 20 per cent. represented a million children in the British isles—children of the slums. These children were always suffering from mal-nutrition. In the winter time they came to school day after day absolutely hungry.

The real question that confronts the people of England is, how can they adequately deal with the needs of ill and underfed school children.

Two things must be done. First, in the very poor slum schools the children must be kept under permanent medical supervision. Second, the canteen school system of Paris must be adopted. Under such a system the slum schools would be linked together in groups, with four or five schools in each group, and for each group there would be a central dining-hall. The parents, by application to the board of works, or any public office, would obtain dinner coupons for the children.

If they could pay for these coupons they would be expected to do so, if not, they would get them gratuitously. In this way the children would have a proper meal, instead of hanging about the streets picking up garbage from the carts of the costers.

Under this system last year, 8,000,000 meals were served in Paris at a total cost 75,000 pounds. Of this amount the parents paid 20,000 pounds.

In answer to the argument that this method of feeding the children would tend to break up the family life, one of the speakers replied that the effect would be just the opposite. If the children could be fed, he argued, it would develop a family life, because, when people were well and properly fed, they were more alive to moral obligations.

A further objection against the adoption of the system was that it would undermine parental responsibility. The speaker declared in rebuttal, that the very people who advanced the argument subscribed largely to charitable agencies whose mission it was to deal with the problem. It was this charitable treatment of the problem that weakened the responsibility of parents; moreover, charitable agencies invariably became inactive in times of stress, such as a hard winter.

One of the speakers referred to a tour of investigation made by himself among the schools. Practically every teacher, he said, told him that the children were very dull and that it required a long time to lodge an idea in their heads. This is precisely the effect, he continued, that might be expected when attempts were made to teach half-starving scholars. Children were not properly fed if they got but one bowl of soup each day. This was only sufficient to keep them alive, and did not give them proper nutrition. The speaker was perfectly amazed at the hostility which the idea of feeding a hungry child appeared to create in some minds.

There is much talk about parental responsibility, he continued. I am a great supporter of parental responsibility. I believe that the family is the proper unit for the nation. The great objection to the proposed system is that it does undermine this responsibility. What should be done is this: The children ought to be fed and then measures taken to make the parents refund the sum so advanced. In this way parental responsibility could be maintained.

At this point a letter was read from a lady who was considered an authority on the subject. In speaking of the schools in the north of England, where people received good wages in the mining districts, she said:

"Quite half the children were wretchedly neglected; unwashed, dressed in rags, half-fed, and with all their little ailments neglected. The master told us they were often kept away from school to exercise their fathers' dogs. The children, pinched, stunted, and in rags, might be seen exercising beautifully-groomed, sleek, warmly-dressed, and well-fed dogs." When he had finished reading the letter the speaker said that he did not see any undermining of parental responsibility by feeding one of those half-starved and neglected

children, and obtaining the money afterwards from the father; if necessary, by placing an embargo on one of the dogs. This statement was received with hearty applause.

The last speaker dwelt at some length on the subject. After reviewing the arguments that had been presented, he finally agreed that there was a considerable number of children sent to school who needed food. But he felt that the great bulk of the parents could supply meals for their children if they would. Often boys who came to school without their breakfast did so because they got up too late to eat it. Supposing meals were supplied, the speaker thought that some parents would decidedly object to their children being fed by the ratepayers. The report of the Physical Deterioration committee contained a variety of

suggestions. One gentleman, who spoke with much experience of Manchester, said that free meals necessarily followed free education; an eminent medical man said the children must be fed, but parents must not be pauperized. The secretary of the Charity Organization society said: "Bring the poor law into operation wherever you can; only give free meals after strict investigation." Altogether the people who had made inquiries and knew something of the homes of the children and the lives of the poor, took a different and somewhat sterner view of the feeding of children from those who attended a school and saw the children assemble there in all their hunger and poverty.

At the final vote the House gave a majority of fifty-six against the amendment.

Medical Inspection of Public Schools.

By Lillian D. Wald, Nurses' Settlement, New York.

Systematic medical inspection of public schools is a regulation of comparatively recent establishment. It is perhaps fair to say that New York City alone, thru the co-operation of its educational department, with its able department of health, has definitely committed itself to a policy that will admit of future expansion and eventually include oversight of the schools and school children.

Children of school age are subject to attacks of certain diseases, which because of the possibility of transmission to others assume a public interest apart from the effect upon the individual child. New York, Philadelphia, Boston, Chicago, Baltimore, and other cities maintain supervision of the schools for the purpose of preventing the spread of contagious disease. Broadly viewed, however, medical inspection embraces besides the examination of the child, the sanitation and hygiene of the building, its structure, ventilation, heating, lighting, plumbing, seating and cleaning; the printing and paper of books used; the proper use or non-use of slates, pencils and stationery, and the acoustic properties to save wear and tear of the voice.

In New York an investigation by an inspector of the department of health was made in October, 1896, to ascertain the part played by the schools in spreading contagious diseases. The schools from which cases of these diseases had been reported to the department were visited and an examination made of all children present in classes where sick children had been in attendance. Children who were absent from the classes were visited at their homes to ascertain the cause of absence. This investigation showed that a great number of these children were sick with contagious diseases and that they had been directly infected in school-rooms where conditions were most favorable to such results. These conditions included not only the presence of sick children but heat, overcrowding, and other unsanitary surroundings. It was also found that children had continued in school when a member of the family was at home ill with some contagious disease. Others who returned to school after an absence of a day or two, confessing to a slight sore throat, were found, when submitted to a bacteriological test, to be affected with diphtheria. Investigation for measles and other diseases brought forth similar evidence of infection in the schools. The writer once saw a child who, after two weeks' absence from school on account of scarlet fever, had returned to class and was entertaining his fellow pupils by pulling the desquamating skin

from his hands and fingers and passing it around for trophy. This and more detailed facts were embodied in a special report presented to the board of estimate, which at once appropriated money to pay one hundred and fifty inspectors, at the rate of \$30 per month.

In March, 1897, these inspectors were assigned to duty and the system was inaugurated. Each inspector was instructed to report before ten o'clock in the morning to examine all children whom the teacher had sent to his office (in the school building), and who were suspected of having anything contagious. This was a good beginning, but the inspection was, in fact, very superficial, and dependent upon the school teacher, who was naturally unable to detect symptoms, unless well marked. With the heavy weight of her class upon her, she was unable, however willing, to give close observation to the individual child. Altho incomplete, this supervision was regarded, as it proved to be, a source of some advantage. The presence of a physician in the school had provided at least for the immediate disposal of the doubtful cases discovered by the teachers. The report of the first year's work showed, inspections, 108,628, exclusions for all diseases of an infectious or contagious nature, 6,829.

In June, 1902, an eminent eye specialist, member of the advisory board of the department of health, urged examination of the children in the schools for the detection of trachoma, a serious and contagious eye disease. Sixteen trained oculists examined the children in thirty-five schools, with the following results:* Pupils examined, 55,470; found to have contagious ophthalmia, 6,770, or 12 per cent., as follows: severe trachoma, 2,328, or 4.2 per cent.; mild trachoma, 3,243, or 5.82 per cent.; acute conjunctiva, 1,099, or 1.98 per cent.

This examination, followed up by the earnest efforts of the health commissioners, resulted in important changes in the methods and routine of the service. Provision was made in September, 1902, in all the schools for the inspection and examination of every child by a medical inspector. Selection of about one-third was made from the men and women on the staff, and the salaries of inspectors were raised from thirty to one hundred dollars per month, the department demanding

* The tables of diseases and statistics have been compiled from the reports of Dr. Lederle, commissioner of health, New York, 1902-04; Dr. Darlington, commissioner since 1904; Dr. Cronin, assistant chief medical inspector; Miss Rogers, superintendent of Nurses' Department of Health, and from the Eastern Public Education Association.

practically their whole time. From the opening of school, September 15, to April 1, five and one-half months, 5,381,616 inspections were made resulting in 57,986 exclusions. The following cases of disease were excluded during the quarter ending December 31: Measles, 18; diphtheria, 140; scarlet fever, 13; whooping cough, 61; mumps, 9; trachoma, 12,647; pediculosis, 8,994; chicken-pox, 172; skin disease, 662; miscellaneous, 1,823; total, 24,538.

There was naturally much argument and protest against this "wholesale exclusion." The honestly administered health department was charged with demoralizing the department of education by emptying the school-rooms. In some quarters the evidence of such extensive pediculosis was regarded as alarming. This, however, was not the view of the more intelligent. "It is no disgrace," said one physician quoted by Dr. Lederle, "for a child to be affected with head trouble, but it is a disgrace to have the trouble and not treat it." The most serious charge, however, was that neither the public nor the children were protected. The children excluded from school waited on the doorsteps to play with their classmates or romped with them thru the halls of the tenement. Well meaning, but overworked mothers were not able to properly care for their children. Indifferent or ignorant parents took no action, unscrupulous ones took this means to avoid the compulsory education law and avail themselves of the child's service. From the child's point of view exclusion often amounted to permanent loss of education. The period of school life which for the poor child is limited by the law's demand (unless further diminished by violation) as a result of medical inspection, was shortened still more.

To meet the perplexities of this situation the Nurses' Settlement in Henry street offered the services of one of its trained nurses for one month to assist the department in working out a practical plan. At the end of the month of twenty school days, six of which were Jewish holidays, when there were naturally a large number of absences, the nurse had cared for and treated 829 cases. Ninety-three children who had been absent and receiving no treatment returned to school, and 137 visits were made to the homes. At the conclusion of the month the medical inspector, principals, and parents voted the plan of providing a nurse for the children a success and the board of estimate

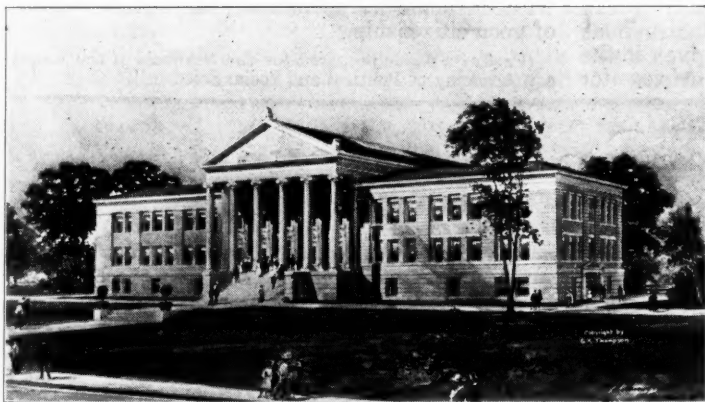
early in November appropriated money for the continuance of the work. It has since been enlarged until under the present administration there are assigned to this work a supervising nurse and thirty-four nurses, as follows: Manhattan, 20; Brooklyn, 10; Bronx, 1; Queens, 2; Richmond, 1.

With the advent of the nurse the objective point of medical inspection was reversed. Formerly when a child was sent home with a disease the case was considered closed, but under the new regulations it becomes the duty of the nurse to see that the case is properly treated. Practically all diseases except diphtheria, scarlet fever, measles, varicella, whooping cough, mumps and acute coryza are placed under treatment and returned to the class. The aim of the inspection is now to minimize the number of exclusions.

The routine established at the beginning has in its essential features been since maintained. The medical inspector must visit all schools assigned to him before ten o'clock each morning. This is called the morning visit, and consists in seeing all children isolated by the principal under suspicion of having some contagious disease, children who for reasons unknown have been absent from school for a certain number of days, and children excluded from school. After the morning inspections have been made the inspector returns to one of his schools for an examination of all children present. The physician enters the class-room, standing in a favorable position, with his back to a window, and the children pass in procession before him; in passing, the pupils pull down their own eyelids and open their mouths wide, while the physician examines eyes, throat, hair and hands, not, however, touching the pupils in the class-room. The children suspected of having trouble are taken out of the procession and ordered to the inspector's office in the school building for a more thoro examination. Those found to be suffering from pediculosis, eye or skin disease are allowed to return to class and are excluded at the next recess. Cases of measles, scarlet fever and the like are telephoned to the inspector of the central office of the department, and thus come under the district inspector, who visits the child at his home. If the diagnosis is not verified the district inspector reports to the school inspector, who orders the child back to the school. Children absent from school for no known reason are visited

and a great number of contagious diseases unreported to the department are thus discovered. From November 1, 1903, to May 12, 1904, 891 such cases were found, and this had also had the incidental effect of stimulating negligent physicians to report contagious cases.

The doctor is followed by the nurse, to whom all cases are sent with a diagnosis in cipher. It was found necessary to use a code in order to save embarrassment to the children who were sent for unclean heads. To prevent classmates from obtaining too much information, pediculosis has several code numbers; for the same reason children who have nothing the matter with them are also sometimes sent to the office. The nurse receives definite prescriptions from the physician and gives treatment wherever possible in the place assigned to her in the school building, sending the child back to class immediately. After



PROPOSED HIGH AND GRAMMAR SCHOOL ON NORTH AVENUE, NEW ROCHELLE, N. Y.—Geo. Kramer Thompson, architect.

The accompanying illustration shows the new high and grammar school building to be erected at New Rochelle, N. Y. The building will contain twenty-seven class-rooms, a large assembly hall, a well equipped gymnasium, and three laboratories. The drawings were made by Geo. Kramer Thompson, an architect and old-time resident of New Rochelle. The very best methods of modern construction will be employed, and it promises to be one of the most beautiful buildings ever erected in New Rochelle.

she has made her rounds in the school she visits the homes of the children who have been excluded, explaining the case to parents and, if necessary, making demonstrations. Where further medical attention is required, unless the family has its own physician, the nurse indicates places where clinics are to be held. Children without guardians to properly care for them are taken to dispensaries for treatment or operation. When a child is found to be totally uncared for the case is referred to the proper agencies for relief. One nurse reported after a year's experience but one exception to the rule of courteous treatment by the families.

The superintending nurse made the following report for the year 1904: Cases treated—pediculosis, 50,142; eye diseases, 204,277; scabies, 1,448; ringworm, 18,808; impetigo, 3,619; sores, 279; miscellaneous, 46,112; total, 783,685. Tenements visited, 27,010; schools visited, 26,703; miscellaneous, 964; total visits, 54,677.

An expected problem presented itself in the occasional refusal of children and parents to permit treatment. This was met by the district superintendent of schools co-operating with the district attorney, who declared that any parent who refused to put a child under proper treatment was committing a violation of the compulsory education law, and was punishable by fine. A test case was brought and the father fined ten dollars.

The success of this whole movement has been due in large part to the harmonious way in which the health department and the department of education have worked together toward the same end. Attention has already been called to the assistance which is rendered the board of health in discovering contagious diseases by the investigation of all cases of absence from school without known cause. Not only are many cases directly discovered in this way, but negligent physicians are at the same time stimulated to make prompt reports. On the other hand, the school inspection is facilitated by reporting daily to the schools all cases of contagious disease known to the department of health. For the nurses' work, supplies are furnished by the department of education upon requisition of the principals. The most intelligent co-operation naturally comes from those principals who have given the subject thought and who, apart from the more specifically hygienic reasons, welcome a service which assists in keeping up attendance.

With improvement in the facilities for nurses' work more complete preventative measures can gradually be developed. Printed instructions about the care of the head are now given to the children in sealed envelopes, and provision for

thorough examination by eye specialists for error of refraction will probably soon follow. In a recent limited investigation of 981 children, 30 per cent. showed refracted error in one or both eyes.

At a recent meeting of the American Medical Association, the following resolution was adopted:

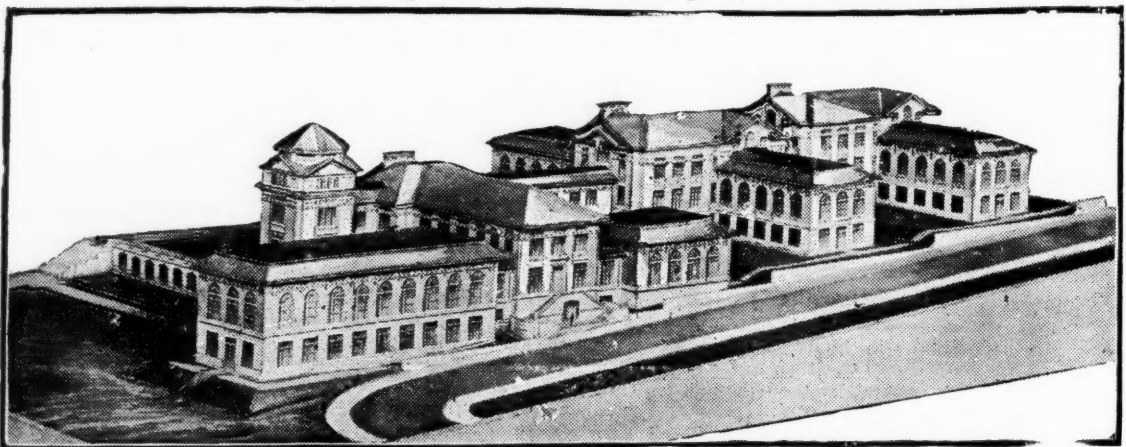
"WHEREAS, The value of perfect sight and hearing is not fully appreciated by educators, and neglect of the delicate organs of vision and hearing often leads to disease of these structures; therefore be it

"Resolved, That it is the sense of the American Medical Association that measures be taken by Boards of Health, Boards of Education, and school authorities, and when possible legislation be secured looking to the examination of the eyes of the children, that disease in its incipency may be discovered and corrected."

In New York the question of furnishing glasses is likely to arise. The proper position of the child, both standing and sitting, care of ears, teeth, and other similar matters of cleanliness and health are all destined sooner or later to receive the public attention they deserve.

It is difficult to place a limit upon the service which medical inspection should perform. Many children suffer physical strain from the too great weight of books which they are carrying home; such cases are obviously proper subjects of medical attention. But what is to be done with children suffering from anemia, underfeeding, and who are consequently unable to assimilate the education provided for them? Is there not here involved a question to which the state should give its attention? In too many cases the child returns to school after the noon recess without having partaken of a noon meal. If provision were made that this time should be spent in the school, a suitable hot meal approved by the medical inspector would seem to be an appropriate provision. The state recognizes its responsibility for the development of citizens. To meet this responsibility, the school is its most efficient agency. If for safeguarding the state, mental training is made compulsory, is it not logical to conclude that physical development—the sound body as well as the sound mind—should as far as possible be demanded? From the obligation to cure to the obligation to prevent is but a single advance step in the growth of civic conscience. Adequate and intelligent medical inspection would perhaps meet with less resistance if regarded, not as reform, but rather as a natural development of ideas held by the founders of the republic who placed the school on the same level with the home in responsibility for the maintenance of good citizenship.

(Part of a paper prepared for the "Annals of the American Academy of Political and Social Science.")



SCHOOL FOR APPRENTICES AND JOURNEYMEN.

First section of the Carnegie Technical Schools at Pittsburgh. Work soon to be begun.
Courtesy of the New York Sun.

Prof. Mary Schenck Woolman on Technical Training for Girls

An interview with a representative of THE SCHOOL JOURNAL.

One of the busiest workers in the technical educational field for girls in New York city, is Mrs. Mary Schenck Woolman, director of domestic Art in Teachers College and the head of the Manhattan Trade School. No one is more in earnest regarding the work. Mrs. Woolman said with some spirit that the United States was woefully lacking in this class of educational endeavor. We are far behind other countries in this respect, she declared, and it is high time we realized the fact and the absolute necessity of doing something about it in our public schools.

There are certain industries in this country in the hands of women.

Employers everywhere in these industries are eagerly watching for foreign workers. They know these workers have had instruction in the professional trade schools of their own country and therefore are constantly desired. If our industries are to thrive, it is necessary for us to imitate our foreign competitors and provide professional training for the army of young girls who must needs earn a living wage.

The apprenticeship system is passing away. So low are the wages, and so hard the struggle for existence, that the older worker is not going to give much of her time (especially when on piece work) to train the girl by her side. The result is that the girl must spend years before she can "pick up" enough technical skill to earn even a living wage. It is very seldom, under this system, that the girl ever rises above four or five dollars per week. The result is that she becomes semi-dependent upon her family who can not afford even to help carry this low wage earning member, and besides, the dependent one does not want to be a burden. The ultimate end then for the unmarried is too often the street and the reformatory.

On marrying, the girl who has spent most of her life vainly striving to gain sufficient skill at her trade to be self supporting, finds herself very much disorganized. She has no orderly thought, knows nothing of housework, and is absolutely ignorant concerning the real duties of wife and mother.

This is the actual condition of thousands of young girls who are working at technical trades thruout our country.

Mrs. Woolman was much impressed with the work of the technical schools abroad. During an extended trip of investigation she visited many of these schools and came home, not only laden with samples of the girls' handiwork, but full of enthusiasm and determination to say some very plain things regarding our neglect of this important element in education.

The technical schools abroad, said Mrs. Woolman, are solving the question of higher wages for girls as well as many of their life problems. These schools have had a wonderful growth, and the girls manifest an interest and enthusiasm truly remarkable.

The usual arrangement devotes the morning to academic subjects and the afternoon to hand work. The girls make things to sell and one of the most interesting features is the sales departments in the schools. Here is where the real test comes and shows the effectiveness and practicability of the instruction given. If the public buys all the work that a girl turns out and asks for more the chances are that the pupil is following instructions.

Then again the use they make of drawing is

shown in the planning of their work. Before undertaking an artistic garment the girl works it out in design in full size and submits it for approval.

Then she makes the garment itself from her own design. The same is true of work in china, glass, and other material. In the academic classes this hand work tends to make all the recitations remarkably effective. The history centers around it; so does the mathematics. The chemistry goes right into the reasons for the choice of different materials and is especially practical in reference to cooking. The girls know what food is nutritious and why it is so. All of these women's schools bear in mind that no matter what the woman is to do she must be an expert in the art of house-keeping and in the care and training of the children.

In France the authorities declare that since the girls have been given a chance to improve their earning capacity in the trades, it has resulted in a great change in their moral life. This has come about by the control they have gained over their labor. Success and added responsibility brings a sense of pride and the desire to further succeed.

We have a great deal to learn from the educational systems of Europe in the line of technical education of women. We need schools to prepare our girls for an efficient contribution to the useful and artistic wealth of this nation; schools that will awaken and strengthen their abilities to be of service to society; that will place young women, where, by their knowledge and their skill, they will be in demand. Every girl made able to support herself well by industrial arts or by business ability means one girl less of those unfortunate creatures who present such a sad problem to society. There can be no question as to the wisdom of directing public education toward a result that not only gives us cultivated women, but that gives us women able to turn that cultivation toward productive work, thereby increasing the wealth, the respect, and the civilization of the country. This is the lesson we can learn from the girls' technical schools in Europe.

When the subject of introducing technical training in our public schools is broached, we hear on every side protestations and groans of complaint.

Our boards of education have not yet awakened to the need and are inclined to hinder the adoption of education for trade in schools under municipal control, saying, "We have no right to so use the people's money."

Rather inconsistent when we remember that the "people's money" they are so careful about saving is used for education beyond the high school, for instance in this city, the New York college. This excuse is therefore rather a narrow view of the situation.

When asked what she thought of the girls' technical high school opened by the New York city board of education ostensibly to supply industrial training to girls, Mrs. Woolman declared with considerable emphasis that this institution is hampered in its work by narrowness of view on the part of the authorities. When this school was opened, she said, "I was much interested, for I saw in it the promise that the United States at last had begun to face a problem which Europe has successfully met long since. The aim of this school, as I understand it, is to provide a more definite preparation for the occupations and responsibilities of life than is given in the regular high schools,



The boys planted bulbs for the school-room.
Courtesy of the Home Gardening Association, Cleveland, O.

and the greater number of the students have entered for this purpose, and not for classical training. So far as Mr. McAndrew, the principal, has been able to control conditions, he has begun a fine work. The interest the teachers show in this class of education is inspiring, and they are only too anxious to successfully carry out the technical training belonging to the aim of the school. The spirit of the girls also shows in them the joy of work. The plans formulated by Mr. McAndrew for training the students in self-reliance and to give them personal initiative are unique, and will do much to help the girls in the responsibilities of life.

"But I am compelled to say that the course of study and the length of time devoted to technical work in this school are absolutely insufficient for the purpose in hand. As to the technical work for training wage earners, it is almost useless. It is not a manual training course, a technical course, nor a trade course. It needs entire re-arranging. Also, the kind of academic work and the relation it bears to the technical courses are inadequate.

"The whole problem of what should be the right technical training for girls at home or in trade is new. So many considerations must be met by the one solving it that it is quite impossible for any body of men—no matter how wise—who are not studying the trade problem, to decide what to do. The girls' technical high school needs to have a committee of experts to consider what should be included in the courses given, and the hours which should be devoted to each of the subjects, and to report to the board.

"On a recent visit to the school I came away with the impression that the best thing for trade and technical education of girls in connection with the public school system, not only in New York but in the whole United States, would be for the board of education to allow Mr. McAndrew and his capable corps of teachers to study this matter and carry out the plans they have formulated for a definite number of years, until he has proved what he feels this class of education can do.

"Altho the school shows an increased attendance every year it is losing students continually, because they feel they are not getting what was promised them on entering. The number applying clearly shows the desire of the students and their parents for this class of instruction. Something should be immediately done about it. The time is ripe and I earnestly hope that the board of education will soon put this school upon a real technical foundation."

When the friends of technical education for girls realized that the teaching of expert work to women had received but little attention in the States, they determined to establish a school. The

Manhattan Trade School for Girls is the result.

In speaking of the school, Mrs. Woolman, who is its efficient director, said that altho it has been in operation only two and a half years, practical results are already in evidence. For instance, girls who have been under instruction in the school for only eight months have been able to earn from \$5.00 and upward per week, and many girls are earning \$8.00 or \$9.00 per week and even more, before they are seventeen years old. These statements are proved by actual experience.

Employers of labor are showing appreciation of the school, and are giving it all encouragement.

The school constantly aims to accomplish certain and definite things. In the first place, it aims to train a girl so that she may become a self-supporting worker at her trade. In Director Woolman's report of last year, she pointed out that the positions which the pupils of the schools have taken, the salaries which they have received, and the letters which employers have written commending their work, show that the school has begun to realize its ideal. The benefit of the training received in the school will show more, however, in the chance the girl has of rising to higher positions, than in the salaries obtained during her first months of business life. In every branch of the work taught, there are opportunities for gradual advancement to at least \$12 or \$15 per week.

The second important result which the director hopes to achieve is to furnish a training which shall enable the worker to shift from one occupation to another allied occupation. This will, it is hoped, enable the worker to take advantage of the changes occurring in a dynamic industrial society, when sufficient funds are provided.

The third task is one of the most important features of the present work of the school, and that is to train a girl to understand her relation to her employer, to her fellow-worker, and to her product. If this can be done, and there are no reasons why it should not be, the ethical value of this part of the training of a truly expert worker can hardly be overstated.

The friends of the school are doing everything in their power to realize these ideals. The board is endeavoring to make the Manhattan Trade School for Girls a model with the hope that other cities throught the country may establish similar institutions. New York city certainly ought to be the first to enter the list.

Altho the school was started as an experiment, its existence has already been justified.



Woodland School Horticultural Club.
Courtesy of the Home Gardening Association, Cleveland, O.

The School Garden.

"To allow a child to grow up without planting a seed or rearing a plant is a crime against civilized society, and our armies of tramps and hordes of hoodlums are among the just fruits of our educational system that slights this most important matter."

The rapid growth of the school garden idea is a constant surprise. Associations, organized for the purpose of stimulating this idea, are springing up in all parts of the country. The leaders of these associations are recognizing that the success of the school garden depends upon a supply of seed of a certain variety and quality, such as is suitable for children to sow and care for.

With this in mind the School Garden association of Boston has made several collections of seeds, one or more of which may be had at a very small price. These are:

COLLECTION NO. 1. VEGETABLE.

- 1—Cucumber, early frame.
- 2—Radish, early scarlet globe.
- 3—Parsley, champion moss curled.
- 4—Lettuce, early white summer cabbage.
- 5—Onions, large red weathersfield.

COLLECTION NO. 2. FLOWERS.

- 1—Sweet peas.
- 2—Nasturtium, tall.
- 3—Poppies. Double mixed and Shirley.
- 4—Mignonette.
- 5—Gaillardia.

These collections may be secured from the School Garden association at Boston, Mass., for five cents each.

The Massachusetts Horticultural society has offered prizes for school gardens for a number of years. The prize circular of the society for this year may be obtained by addressing Mr. W. E. C. Rich, 99 Moreland street, Roxbury, Mass.

In telling us of the work of this society the *Boston Transcript* has the following:

The first step is to teach the children the value of beautiful grounds, giving them the knowledge necessary to become lovers of plants and flowers, and showing them the value of public and private property. The school is the place to begin this work and by improving the school grounds, letting the children take an active interest in the work and introducing school gardens where the children will see plants growing, an interest is awakened in them for better things and they respect, as never before, the property of others. Incidentally, in all the school garden work, if properly managed, some opportunities for growing material for practical lessons in nearly all the branches of study now taken up in the schools.

The ideal school yard would divide itself into several parts, one devoted largely to trees, and a part lawn with some shrubs around the boundaries and against the foundation of the building. This should be kept up as well as possible and should be laid out carefully. Here is a great object lesson for the children, showing them how to lay out grounds and teaching them to take care of them. The children will take pride in their school grounds and will carry the ideas home with them. There are few school yards which cannot be beautified. Another part of the school yard devoted to the playground should have as much room as possible, in turf if possible, and laid out so as to be as use-

ful to the children as possible. Nothing should interfere with the playground, as that is of first importance.

Now comes the part devoted to gardens, and this may be divided into two distinct parts, the general garden, of interest to every pupil in the school, and the special gardens where one or two grades of children work in and out of school hours in making little gardens of their very own. The general garden would naturally be along the boundaries and be planted with native and cultivated shrubs as a background for native and cultivated perennials and ferns. The collection should be as complete as possible, representing many plant families, and would be cared for and studied by all the pupils in the school at odd times. Here would be grown all the varieties of native plants which can be readily grown in the garden and the children learn to know and love them, watching them from early spring, when they first appear, until they flower, fruit, and die in the fall. How much better is this than taking the children to the woods to pull up all they see! School garden children may become able protectors of native plants because they may learn to know and understand them.

The other part of the garden would be divided into little plots, one for each child in the class. The children doing this work are of the age when their time is not so crowded with other school work as with the older classes. In the fall they plant bulbs, during the winter they are told about the soil, the weather and the spring work is discussed. When spring comes they watch their bulbs come up and flower, prepare the land and sow the flower and vegetable seeds provided. Then they care for their little plants, weed, water, and cultivate them, and finally gather the crops. All this is carefully done and notes on the work are taken. That the children love gardening and that good results follow, experience has already shown.

It will be seen from this description of a school-yard that there is something to be done on all school grounds, whether in the city, town, or village, and that it is possible at least to beautify school grounds if nothing more. School garden work is spreading all thru the country. It began in Massachusetts as the leader in the work. The experimental stage has been passed, making unnecessary any delay in establishing new gardens. In many places all that is needed is someone to start the work; the parents, the teachers, and the children are all ready to begin if someone is willing to take the lead. There is desire on the part of the society's committee for reports regarding all new as well as old gardens, so that it may find out where gardens now are and prepare for suitable methods for starting them in new places.

Gardening in Cleveland.

One of the most attractive booklets on school gardens that has come to hand was received from the Home Gardening association of Cleveland, Ohio.

The association is now more than five years of age, and finds itself widely known and its aim better understood.

During the year 1904 the total number of seed packets and bulbs distributed was 237,393. Of these 140,106 packets of seeds and 27,440 gladiolus bulbs went directly to the Cleveland school children; 12,000 more went to them thru the Slavic alliance, and 57,857 packets were sent to schools and organizations outside the city.

Two illustrations of the Cleveland school gardening work are given in the present number. Others will follow.

The Professional and Financial Side.

Conducted by William McAndrew, New York City.

Investment in Brains.

Andrew Carnegie, as might be expected, breaks another time-honored precedent. His gift of \$10,000,000 is not to be devoted to buildings or equipment, the auxiliaries of education, but to men and women, the essential factors of it. "To encourage first-class talent to enter and remain in the ranks" is the avowed purpose of the Carnegie pension fund the most remarkably sane gift to education donated in modern times.

That so practical a man as Carnegie, so committed to the real advancement of education, should choose the teacher's pension field as the ground of his latest benefaction is an epoch-making fact in the history of the improvement of the teacher's status.

Mr. Carnegie's emphatic way of pointing out the vital weakness in our educational life ought to be worth as much as the \$10,000,000 he gives to mitigate in some measure the evil. Fear of poverty in old age has like a blight weakened the teaching spirit of America for a century. The college professors, those men whose positions might naturally be supposed to furnish more compensation in the way of fame and respect than could be secured in any other grade of teaching, have furnished to the monthly magazines a remarkable series of "confessions" disclosing pitiful struggles to keep alive on the salaries paid. Mr. Carnegie's fund will provide small incomes after retirement for some of them. The great gain to be derived from the incident is the renewed attention that will be directed to the teaching profession in general,—to the \$270 a year man to whom is entrusted the nation's most valued possessions. What about *his* old age? What about keeping *him* fed and clothed? All of Mr. Carnegie's fortune would not be suffi-

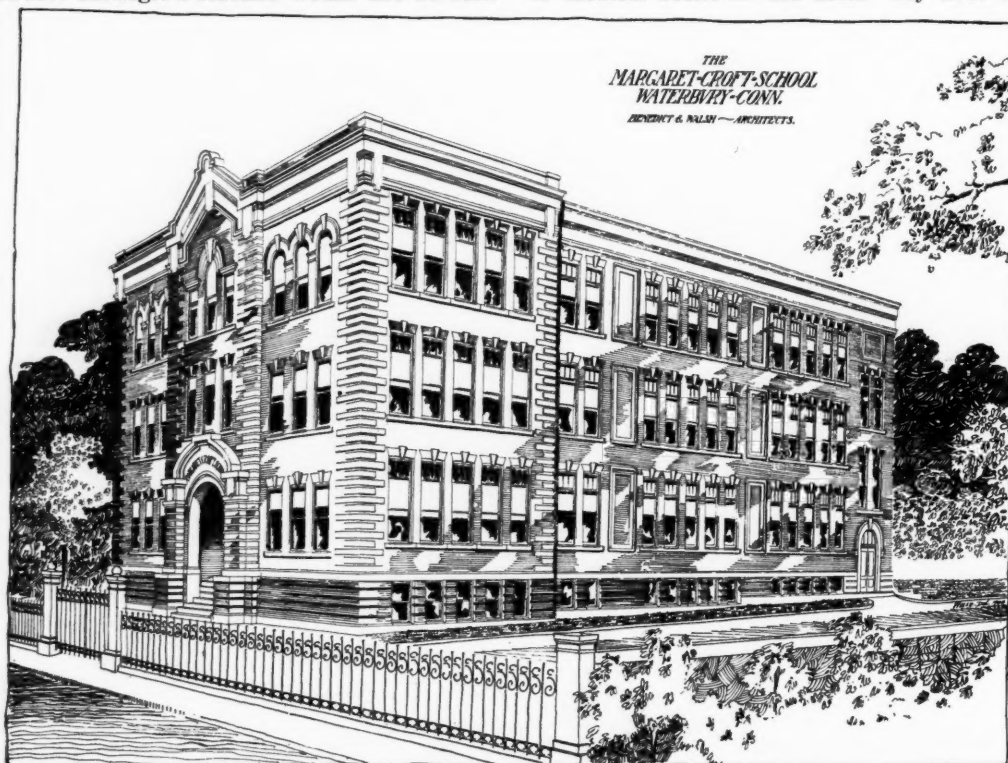
cient to put the American teachers' incomes upon the basis he declares should be that of an educational worker. Nor should Mr. Carnegie be called upon to contribute one cent to either the salary funds or the pension funds of any public school teacher. This commonwealth is amply able to pay as fair a price for educating its children as for building its warships, dredging its canals, and carrying its mail. It is the especial business of every person engaged in public education to impress this fact upon the public early and late. Mr. Andrew Carnegie has furnished the latest text.

Why They Stop Teaching. II.

One of the side lines of investigation begun by the New York State Teachers' association as throwing light on the social and financial position of the teacher is the presentation of reasons given by successful men and women as to why they left the ranks of the school people. THE JOURNAL will welcome other experiences collected by any of its readers. What we have printed already presents rather too discouraging a shade. Can not some cheerful soul, still teaching, and knowing the joy of it, send us a counterblast under the heading of "Why I keep on teaching"?

Continuing the series already begun in THE SCHOOL JOURNAL we present this frank confession of a member of a New York publishing house:

"I taught for three years,—town and city experience. I didn't find it what it was cracked up to be. The only live men in the schools I knew were outspoken in their intention not to stay in any longer than to keep the pot boiling while they prepared for something else. They had their law or medical books in the desk. My first resent-



Courtesy of Supt. B. W. Tinker, Waterbury, Conn.

ment at the gentle art of mind-gardening came at a Halloween party where the young men of my own age had all the fun that properly belongs to young people, while I because I was a teacher was expected to exhibit a sapless dignity and to make myself generally stupid. My next shock was at a teachers' convention. It is true that there were many bright and able women in attendance, but the men! God save the mark! Of all woe-begone, half-baked, timid, and trivial specimens of masculinity this aggregation seemed to me the most hopeless. An instinctive reasoning told me that I was not fitted for this kind of life. I felt that I would not be strong enough to resist the influences that narrow inevitably the continuously engaged man-teacher to the type of timid, inconsequential creature that our modern schoolmaster becomes.

Uniformity, organization, and system prevent the growth of any personal power in any man. Our public schools produce no geniuses. The great Arnold of Rugby couldn't get into a New York or Boston or Philadelphia school or if once in he couldn't hold his place a year. Only in the remotest rural communities is the man yet superior to the system.

The Strong Men Pass Thru the School System.

"Yet our schools for fifty years have had on their teachers' platforms the ablest men America has produced. But they are merely passing thru the schools; only the lame ones, impeded in the course of their ambition, remain. No system of school management has yet been constructed on the principle of seeking to make the manliness of the teacher the moving force. On the contrary *administration* is the object sought: Administration, rules, government from above, by boards, by by-laws, or by resolutions. This has resulted in producing a great semi-profession of second-grade men,—not one star of the first magnitude in our whole educational firmament. Parker came the nearest to it. In law or in medicine Parker would have risen to an eminence of international fame. He had genius but nine-tenths of his energy was consumed in battering against artificial barricades erected in his way by boards and committees and other agents of administration.

"I left because I saw that the margin of waste between effort and results in public school work was triple what it is in the business I now follow. In my first work on the road every exhibition of enterprise, every attempt to open new fields, received the enthusiastic backing of my house. When I took charge of a department in the home office the same encouragement followed. Freedom, a hundred times more freedom than in a school system is what men leave teaching for."

New York.

C. L.

A Married Man's Reason.

"I think I intended to be a teacher for life. I liked it. I was fond of books. I had taught in two places during my college course, and the process of developing a subject of instruction was a very pleasurable one to me. I took a position as teacher of mathematics in a high school in a large city. The teachers seemed to me singularly unhappy. They had no social life. They took no exercise. They merely went to the theatre occasionally. I was fond of horseback riding. At the riding academy I made some friends that brought me into an enjoyable social life. I fell in love with a charming young woman. We were married. Somehow I came to feel that my position as a teacher had to be explained and apologized for too often. I feel that if I had remained single this

would not have annoyed me. In justice to her I must add that the lady who became my wife looks upon teaching as a very respectable and noble calling. My father-in-law invited me to go into his business with him. I cannot tell why I enjoy it more than teaching. If this business, with the same personal freedom that I enjoy in it were the teaching business I do not doubt that I would enjoy it even more than I do the carriage business, but there was an annoying lack of stability in the occupation of teaching and a persistent public contempt of it,—perhaps contempt is too strong a word, say lack of regard for it,—that was very disappointing to me. The carriage business does not suffer from that defect. I wish I could answer you more satisfactorily, but I'm afraid I am too poor an analyst."

F. N.

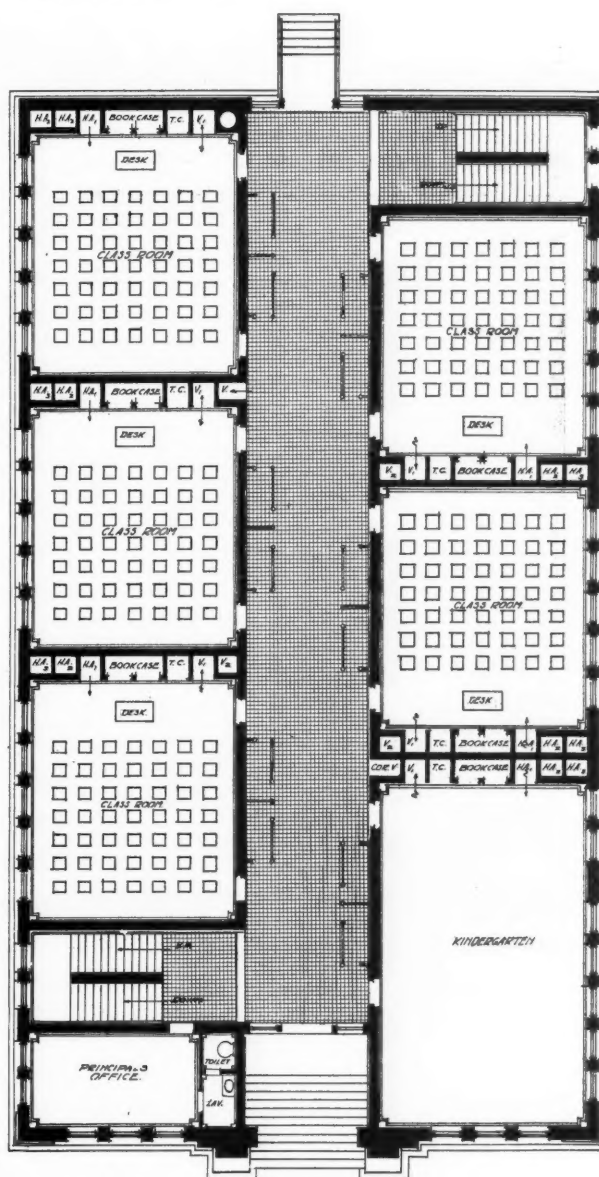
Chicago.

He Thought it Effeminated Him.

"I left teaching because the pupils, the parents, the school officers and board, and the county treasurer treated me more like an old woman than like a man."

J. K.

Beavers Falls, Pa.



FIRST FLOOR PLAN
MARGARET CROFT SCHOOL

Statistics of Catholic Parish Schools.

A very interesting pamphlet is published giving the statistics with respect to Catholic parish schools in the state of New York. This report covers every county in New York state and for each parish it gives the parish school, the location of the school, the number of pupils, the name of the director, the value of the land and school buildings occupied, and cost of maintenance in each case for the year 1904. The figures showing number of pupils are by actual count, those of Catholic population taken from the directory for 1905:

	Par. school pupils.	Stud. of col. and acad.	Catholic population
New York - - -	55,629	6,094	1,200,000
Brooklyn - - -	35,652	1,334	500,000
Buffalo - - -	25,112	2,015	195,000
Rochester - - -	17,231	323	115,000
Albany - - -	15,370	376	172,755
Syracuse - - -	5,100	688	117,500
Ogdensburg - - -	3,958		83,500
Total - - -	158,052	10,830	2,383,755

The report is signed by the Right Reverend Monsignor Mooney, LL.D., V. G., the Right Reverend Monsignor Lavelle, LL.D., V. G., the Very Rev. Denis Paul O'Flynn, and the Rev. Thomas McMillan, C.S.P. These clergymen are the committee of the New York Catholic school board. In presenting its report the committee says:

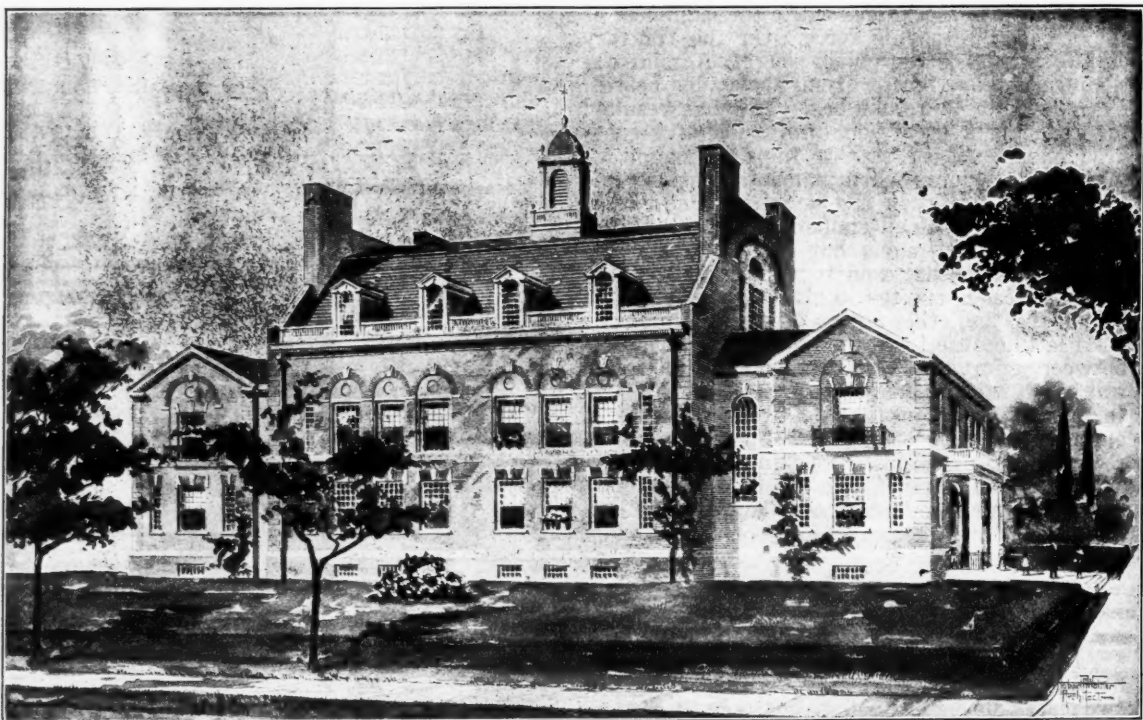
"The value of school buildings is probably well below the actual value to-day, representing as it does in practically all cases merely original cost. As regards maintenance, the

average cost per pupil is moderate. The reason for this is of course mainly in the fact that a very large proportion of the teachers in the Catholic parish schools are religious, who receive little pay for their work. Another reason for the low maintenance cost is no doubt the fact that in many cases expenses of lighting and heating the schools, interest on mortgage for school building, etc., are charged directly to church account of each parish.

"The figures here given indicate only the attendance at parish schools, excluding colleges, academies, and institutions containing children not living at home with their parents. It is important to make the distinction that the parish school is in direct communication with the home influences, and is to be differentiated from institutions for destitute and homeless children. In the whole archdiocese of New York, which extends far up the Hudson river there is a total of 55,629 pupils, with 1,128 teachers, in the parish schools. This number, taken in conjunction with the reports from asylums and institutions, shows about 82,750 under Catholic care and instruction.

"Owing largely to the untiring efforts of Archbishop Farley, the expenditure for maintenance of the parish schools has considerably increased within the past year, showing a total of almost half a million dollars, while the estimated value of property and buildings may be computed at ten millions, making allowance for the lack of complete figures in some of the reports.

"Honorable mention is due to the large number of volunteer workers for the uplifting of the masses in the various parishes. Among these workers are to be found many representatives of prominent families enrolled in philanthropic and religious associations, as well as the members of various organizations, notably the Ancient Order of Hibernians, the Knights of Columbus, and the American Federation of Catholic Societies, whose recent declarations and resolutions give evidence of renewed vitality for the cause of Catholic education. It is to the glory of the Empire state that so many of its citizens do not need any compulsory law to enforce attendance at school. They take the initiative in promoting the standard of intelligent citizenship."



THE STOCKTON SCHOOL, East Orange, N. J.—Hobart A. Walker, Architect; V. L. Davey, Supt. of Schools.

The new Stockton school, of East Orange, N. J., is a source of great pride to its citizens.

The style of the building is pure Colonial of the Georgian period. It is constructed of red brick laid in Flemish bond and trimmed with white marble. The building measures 155 feet in length and contains eleven class-rooms, a kindergarten; manual training room; assembly room, equipped with 500 opera chairs; two large open alcoves arranged to be converted into regular school-rooms when needed; a principal's office, and a suite of small rooms for teachers and visitors. The corri-

dors extend the length of the building and are twelve feet wide. The stairways are near the ends of the building and are widely separated from each other. The kindergarten has an open fireplace. The heating is by a combination of direct and indirect steam, while four fans driven by electric motors force 1300 cubic feet of fresh air into each class-room every minute.

Hobart A. Walker, architect, planned the building, which is considered to be representative of everything up-to-date in all that makes for convenience, sanitation, and easy management of a school.

N. E. A. Convention at Asbury Park, July 3-8, 1904.

Program Bulletin.

The program of the general sessions was published in a recent number of *THE SCHOOL JOURNAL*.

The following programs are subject to additions and changes as late as June 25, when the final edition of the Official Program will be printed for use at the convention:

The annual meeting of the board of directors will occur on Monday, July 3, at 3:30 P. M.

The meetings of active members of the several states to nominate candidates for appointment on the Committee on Nominations, in accordance with by-law no. 1, will occur at 5:30 P. M., July 3, at their respective state headquarters or at places named in the Official Program.

The annual meeting of active members for the election of officers, and for other business, will occur at 12 M., Thursday July 6.

The music at the general sessions will be under the direction of Mr. Tali Esen Morgan, director of music, Ocean Grove, N. J. It will be furnished by the Ocean Grove Festival Chorus and by the Ocean Grove Festival Orchestra, under the leadership of Mr. Morgan, and by eminent soloists. Mr. J. H. Von Nardroff will preside at the auditorium organ.

Department Programs.

The National Council.

Sessions in First M. E. Church, Asbury Park.

President - Elmer E. Brown - Berkeley, Cal.
Vice-President - Nathan C. Schaeffer - Harrisburg, Pa.
Secretary - John W. Carr - Anderson, Ind.
Executive Committee James M. Greenwood Kansas City, Mo.
Executive Committee Miss Anna Tolman Smith Wash. D.C.
Executive Committee Howard J. Rogers - Albany, N. Y.

MONDAY MORNING, JULY 3.

1. Introductory statement by the President—Elmer E. Brown, professor of theory and practice of education, University of California, Berkeley, Cal.

2. Report of committee on Industrial Education in Rural schools. Discussion led by members of the Committee.

Lorenzo D. Harvey, superintendent of schools, Menomonee, Wis., chairman.

Willet M. Hays, assistant secretary of agriculture, Washington, D. C.

Charles D. McIver, president of State Normal and Industrial college, Greensboro, N. C.

H. B. Frissell, principal of Hampton Normal and Agricultural institute, Hampton, Va.

MONDAY AFTERNOON, JULY 3.

Report on Educational Progress of the Year—Albert Shaw, editor of *Review of Reviews*, New York city.

TUESDAY MORNING, JULY 4.

Symposium: What are at present the most promising subjects for such investigation as the National Council of Education should undertake?

James M. Greenwood, superintendent of schools, Kansas City, Mo.

W. T. Harris, Commissioner of Education of the United States, Washington, D. C.

Albert Ross Hill, dean of Teachers' college, University of Missouri, Columbia, Mo.

George H. Martin, secretary of Massachusetts Board of Education, Boston.

2. Report of Committee on Taxation as Related to Public Education. Discussion led by members of the committee.

James M. Greenwood, superintendent of schools, Kansas City, Mo., chairman.

Jasper N. Wilkinson, president of State Normal school, Emporia, Kansas.

WEDNESDAY MORNING, JULY 5.

Meeting of Committee on Investigations and Appropriations.

James M. Greenwood, chairman, superintendent of schools, Kansas City, Mo.

Nicholas Murray Butler, president of Columbia university, New York city.

Newton C. Dougherty, superintendent of schools, Peoria, Ill.

William R. Harper, president of University of Chicago, Chicago, Ill.

Frank A. Fitzpatrick, 93 Summer St., Boston, Mass.

Elmer E. Brown, professor of theory and practice of education, University of California, Berkeley, Cal.

Edwin A. Alderman, president of University of Virginia, Charlottesville, Va.

Augustus S. Downing, third assistant commissioner of education, Albany, N. Y.

Lorenzo D. Harvey, superintendent of schools, Menomonee, Wis.

THURSDAY MORNING, JULY 6.

1. Report of Committee on Investigations and Appropriations, with Report of Sub-committee on Simplification of English Spelling.

Discussion:

2. Report of Committee on Salaries, Tenure, and Pensions of Public School Teachers.

Discussion:

Charles H. Verrill, official statistician of the committee, Washington, D. C.

Andrew S. Draper, commissioner of education for the state of New York, Albany, N. Y.

Albert G. Lane, district superintendent of schools, Chicago, Ill.

THURSDAY AFTERNOON, JULY 6.

Memorial Addresses:

Newton Bateman—Newton C. Dougherty, superintendent of schools, Peoria, Ill.

Miss Clara Conway—(to be supplied).

Edwin C. Hewett—(to be supplied).

Ira G. Hoitt—Charles C. VanLiew, president of State Normal school, Chico, Cal.

Thomas Kirkland—James L. Hughes, inspector of schools, Toronto, Can.

Horace S. Tarbell—(to be supplied).

FRIDAY MORNING, JULY 7.

Business session.

Extract from Minutes of Council.

Resolved: That all applications for appropriations requiring the attention and consideration of the Committee on Investigations and Appropriations shall be placed in the hands of the secretary of the National Educational Association at least sixty days prior to the regular meeting of the council, with a full and detailed statement of the reasons for requesting the appropriation; and the secretary of the National Educational Association shall forward a copy of such application to the president and secretary of the council, and to each member of the Committee on Investigations and Appropriations; and be it further

Resolved: That the names of the Committee on Investigations and Appropriations, and notice of an hour set for the meeting thereof for hearing arguments, be printed as a part of the official pro-

gram, and that the rule be printed in connection with such notice.

Department of Kindergarten Education.

Sessions in Educational Hall, Asbury Park.

President, Miss Mary Jean Miller, Rochester, N. Y.

Vice-president, Miss Anna Harvey, Brooklyn, N. Y.

Secretary, Miss Anna Elise Harbaugh, St. Louis, Mo.

TUESDAY MORNING, JULY 4.

1. President's Address—Miss Mary Jean Miller, assistant in kindergarten training, public schools, Rochester, N. Y.

2. The Recognition of the Physical Development of the Child in the Training of Kindergartners—Nathan Oppenheim, educational author, New York, N. Y.

3. How Does the Routine of the Kindergarten Develop the Child Physically?—Mrs. James L. Hughes, Toronto, Canada.

Discussion opened by Colin A. Scott, professor of psychology, Boston Normal school, Boston, Mass.

THURSDAY AFTERNOON, JULY 6.

1. Methods of Supervision of Public School Kindergartens—Miss Laura Fisher, director of public school kindergartens, Boston Mass.

Discussion led by Aaron Gove, ex-superintendent of schools, Denver, Col.

2. The Validity of Recent Criticisms of the Kindergarten—M. V. O'Shea, professor of science and art of education, University of Wisconsin, Madison, Wis.

Discussion led by (to be supplied).

Department of Elementary Education

Sessions in Educational Hall, Asbury Park.

President, Miss N. Cropsey, Indianapolis, Ind.

Vice-president, James H. Van Sickle, Baltimore, Md.

Secretary, Miss Lida B. Earhart, Whitewater, Wis.

WEDNESDAY AFTERNOON, JULY 5.

1. President's Address—Miss N. Cropsey, assistant superintendent of schools, Indianapolis, Ind.

2. The Teaching of Arithmetic in Elementary Schools—Middlesex A. Bailey, department of mathematics, New York Training School for Teachers, New York city.

Discussion led by James M. Greenwood, Kansas City, Mo.

Round Table Conferences.

A. Hand Work in Primary Schools—Leader, Miss Wilhelmina Seegmiller, director of art instruction, Indianapolis, Ind.

B. Right Methods of Studying History and Geography by Children—Leader, Frank M. McMurry, professor of theory and practice of teaching, Teachers college, Columbia university, New York city.

C. Reading in the First School Year—Leader, Mrs. Alice W. Cooley, assistant professor department of education, University of North Dakota, Grand Forks, N. D.

FRIDAY MORNING, JULY 7.

1. The Psychology of Reading and Writing—Robert McDougall, professor of descriptive psychology, New York university, New York city.

Discussion led by Stuart H. Rowe, head of the department of psychology and history of education, Brooklyn Training School for Teachers, Brooklyn, N. Y.

2. On the Study of English Composition as a

Means of Acquiring Power—Miss Georgia Alexander, supervising principal of schools, Indianapolis, Ind.

Discussion led by Miss Emma L. Johnston, principal of Brooklyn Training School for Teachers, Brooklyn, N. Y.

3. Teaching Our Language to Non-English Speaking Pupils—Gustave Straubenmuller, district superintendent of schools, New York city.

Discussion led by Miss Ida Mighell, principal of Bryant school, Chicago, Ill.

Department of Secondary Education.

Sessions in First Congregational Church, Asbury Park.

President, William Schuyler, St. Louis, Mo.

First Vice-President, James H. Van Sickle, Baltimore, Md.

Second Vice-President, James Sullivan, New York, N. Y.

Secretary, Wilson Farrand, Newark, N. J.

TUESDAY MORNING, JULY 4.

1. President's Address—William Schuyler, assistant principal of Wm. McKinley high school, St. Louis, Mo.

2. Should the Twelve Years Now Occupied by the Grammar and High School Courses be Divided Equally Between Them?—Eugene W. Lyttle, state inspector of high schools for the state of New York, Albany, N. Y.

Discussion led by Walter M. Kern, superintendent of schools, Columbus, Neb.; Christopher Gregory, principal of Chattle high school, Long Branch, N. J.

3. Why do so Many Pupils Leave the High School in the First Year? How Can They be Induced to Remain?—Reuben Post Halleck, principal of Boys' high school, Louisville, Ky.

Discussion led by J. Stanley Brown, principal of Township high school, Joliet, Ill.; Clarence F. Carroll, superintendent of schools, Rochester, N. Y.; Isaac Thomas, principal of high school, Burlington, Vt.; J. W. Searson, superintendent of public schools, Wahoo, Neb.; Charles Allen Maple, department of physics and chemistry, South high school, Cleveland, O.

WEDNESDAY AFTERNOON, JULY 5.

Joint Session with Department of Manual Training.

(For program see Department of Manual Training.)

THURSDAY MORNING, JULY 6.

1. Report of Special Committee on Secret Societies in Secondary Schools—by the chairman, Gilbert B. Morrison, principal of Wm. McKinley high school, St. Louis, Mo.

Discussion led by B. F. Buck, principal of Lake View high school, Chicago, Ill.; John N. Downen, principal of high school, district No. 1, Pueblo, Col.; Eugene W. Lyttle, state inspector of high schools for New York, Albany, N. Y.; Edwin Twitmyer, principal of high school, Ballington, Wash.

Round Table Conferences.

A. Principals. Should the Time and Energy of High School Principals be Taken Up with Administrative Work to the Exclusion of Instruction?—Leader, Walter B. Gunnison, principal of Erasmus Hall high school, Brooklyn, N. Y.

Discussion led by A. H. Waterhouse, principal of high school, Omaha, Neb.; J. Remsen Bishop, principal of Eastern high school, Detroit, Mich.

B. English. Aims of English Teaching. (a) Composition; (b) Rhetoric; (c) Advanced Grammar; (d) Literary Criticism and Appreciation,—

Leader, Philo M. Buck, department of English, Wm. McKinley high school, St. Louis, Mo.

Discussion led by Miss Amelia C. Fruchte, first assistant Central high school, St. Louis, Mo.; Theodore W. Mitchell, department of English, Boys' high school, Brooklyn, N. Y.; Wilson Farrand, head master of Newark academy, Newark, N. J.; Percival Chubb, director of English, Ethical Culture school, New York city.

C. History. What Facts of History Should be Taught Pupils in Secondary Schools that They may Better Understand the World They Live in?—Leader, James Harvey Robinson, professor of history, Columbia university, New York city.

Discussion led by James Sullivan, head teacher of history, High School of Commerce, New York city; E. B. Sherman, superintendent of public schools, Schuyler, Neb.

D. Mathematics, Individual Instruction in Algebra and Geometry—Leader, F. T. Jones, department of mathematics, University school, Cleveland, O.

Discussion led by Clarence E. Comstock, department of mathematics, Bradley Polytechnic institute, Peoria, Ill.; E. R. Hedrick, professor of mathematics, University of Missouri, Columbia, Mo.; Joseph V. Collins, State normal school, Stevens Point, Wis.

E. Classics. The College Requirements and the Secondary School Work—Leader, J. C. Kirtland, Jr., professor of Latin, Phillips Exeter academy, Exeter, N. H.

Discussion led by Maynard M. Hart, department of mathematics, McKinley high school, St. Louis, Mo.; H. F. Towle, department of classics, Boys' high school, Brooklyn, N. Y., and others.

F. Modern Languages. The "Direct Method" of Teaching—Leader, Ernst Wolf, Yeatman high school, St. Louis, Mo.

Discussion led by O. S. Westcott, principal of Robert Waller high school, Chicago, Ill.

Department of Normal Schools.

Sessions in First Presbyterian Church, Asbury Park.

President, Charles C. Van Liew, Chico, Cal.

Vice-President, Jesse D. Burks, Paterson, N. J.

Secretary, Miss Anna Buckbee, California, Pa.

WEDNESDAY MORNING, JULY 5.

1. President's Address: A Statement of the Issues before the Department—Charles C. Van Liew, president of State Normal school, Chico, Cal.

2. The Modern High School Curriculum as Preparation for a Two-Year Normal Course, and the Sort of Training Which Makes for the Best Normal School Preparation—David Felmley, president of State Normal university, Normal, Ill.

Discussion led by Theron B. Pray, president of State Normal school, Stevens Point, Wis.

3. How Can the Normal School Best Produce Efficient Teachers of the Elementary Branches as Regards the Control of Both Method and Subject Matter?—Grant Karr, superintendent of Practice school, State Normal and Training school, Oswego, N. Y.

THURSDAY AFTERNOON, JULY 6.

1. Topic: On the Co-operation of Universities and Normal Schools in the Training of Teachers.

(a) With Respect to the Training of Elementary Teachers—Frank M. McMurtry, professor of theory and practice of teaching, Teachers college, Columbia university, New York city.

Discussion led by Guy E. Maxwell, president of State Normal school, Winona, Minn.

(b) With Respect to the Training of Secondary Teachers—E. N. Henderson, professor of educa-

tion and psychology, Adelphi college, Brooklyn, N. Y.

Discussion led by Z. X. Snyder, president of State Normal school, Greeley, Col.

Department of Manual Training.

Sessions in Young People's Temple, Ocean Grove.

President, Arthur H. Chamberlain, Pasadena, Cal.

Vice-President, Charles L. Kirschner, New Haven, Conn.

Secretary, Frank M. Leavitt, Roxbury, Mass.

TUESDAY MORNING, JULY 4.

1. President's Address: The Problems that Perplex—Arthur H. Chamberlain, professor of education, Throop Polytechnic institute, Pasadena, Cal.

2. How Can Class Teachers be Educated to the Value of Manual Training?—Frank M. McMurtry, professor of theory and practice of teaching, Teachers college, Columbia university, New York city.

Discussion led by W. W. Stetson, state superintendent of public schools, Augusta, Me.

3. Industrial Training in Public Evening Schools—Charles F. Warner, principal of the Technical Arts High school, Springfield, Mass.

Discussion.

WEDNESDAY AFTERNOON, JULY 5.

Joint Session with Department of Secondary Education.

1. The Necessity for Special Manual Training High Schools—Charles H. Keyes, superintendent of schools, South District, Hartford, Conn.

Discussion.

2. Forms and Limitations of Hand Work for Girls in the High School—Miss Katharine E. Dopp, Extension Division, University of Chicago, Chicago, Ill.

Discussion led by Miss Anna C. Hedges.

THURSDAY AFTERNOON, JULY 6.

Joint Session with Department of Art Education. (For program see Department of Art Education.)

Department of Art Education.

Sessions in Young People's Temple, Ocean Grove. President, Mrs. Matilda Evans Riley, St. Louis, Mo.

Vice-President, Frank H. Collins, New York city.

Secretary, Miss Stella Trueblood, St. Louis, Mo.

WEDNESDAY MORNING, JULY 5.

1. President's Address—Mrs. Matilda Evans Riley, director of drawing, public schools, St. Louis, Mo.

2. Educational Aspects of Art Instruction—F. Louis Soldan, superintendent of instruction, public schools, St. Louis, Mo.

3. Lessons to be Drawn from the International Drawing Teachers' Congress at Berne—Charles M. Carter, art director in public schools, Denver, Col.

Round Table Conference

Topic: The Aims of Drawing as a Subject of Public School Instruction—Leader, Henry Turner Bailey, North Scituate, Mass.

(a) In Primary Grades—(speaker to be supplied).

(b) In Grammar Grades (speaker to be supplied).

(c) In High Schools—(speaker to be supplied).

THURSDAY AFTERNOON, JULY 6.

Joint Session with Department of Manual Training.

1. Lessons in Industrial Art as Drawn from the

Crafts of the Orient—Charles R. Richards, director of manual training, Teachers College, Columbia university, New York City.

2. Drawing and Constructive Work in Public Schools as Shown by Exhibits at the St. Louis Exposition—Robert A. Kissack, instructor in manual training, Yeatman high school, St. Louis, Mo.

3. The Teaching of Applied Design—James P. Haney, supervisor of manual training, New York city.

Discussion led by Mrs. Ida Hood Clark, director of manual training, public schools, Milwaukee, Wis.; James Hall, director of art department, Ethical Culture school, New York city.

Department of Music Education.

Session in First M. E. Church for July 5; in First Presbyterian Church for July 6 and 7.

President, William A. Wetzell, Salt Lake City, Utah.

Vice-President, Mrs. Marie Burt Parr, Cleveland, O.

Secretary, P. C. Hayden, Keokuk, Ia.

WEDNESDAY MORNING, JULY 5.

1. President's Address—William A. Wetzell, supervisor of music, public schools, Salt Lake City, Utah.

Music. Organ solo—Mrs. Bruce S. Keator, Asbury Park, N. J.

2. The Mission of Public School Music—E. A. Winship, editor of the *Journal of Education*, Boston, Mass.

Music—Vocal Solo—Miss Laura Minturn, supervisor of music, Asbury Park, N. J.

3. Dangerous and Harmful Practices in School Music—Hollis E. Dann, director of music, Cornell university, Ithaca, N. Y.

Discussion led by Charles I. Rice, supervisor of music, Worcester, Mass.

Music. Organ Solo—Mrs. Bruce S. Keator.

4. The Correlation of Music with Other Branches of the School Curriculum—Mrs. Elizabeth Caster-ton, supervisor of music, West Bay City, Mich.

Discussion led by W. A. Putt, supervisor of music, Cleveland, O.

Music. Vocal Solo—Miss Laura Minturn, Asbury Park, N. J.

THURSDAY MORNING, JULY 6.

Music. Instrumental.

1. Music as an Element in Culture—Charles Edward Locke, D. D., Brooklyn, N. Y.

Music. Vocalsolo—Anthony E. Carlson, Boston, Mass.

2. Relation of the Grade Teacher to Music Instruction in the Public Schools—G. A. Fulmer, superintendent of city schools, Beatrice, Neb.

Discussion led by Miss Julia E. Crane, director of Normal School of Music, Potsdam, N. Y.

Music. Chorus.

3. Some Features of Music Instruction in the Schools of New York City—Frank R. Rix, director of music, public schools, New York city.

Class exercises to illustrate the foregoing paper.

Music. Chorus.

FRIDAY MORNING, JULY 7.

Music.

1. Some Type Studies that have Been Found Helpful in the Teaching of Music in the Schools—Walter H. Aiken, supervisor of music, public schools, Cincinnati, O.

Discussion.

2. Report of the Committee on the Proper Literary and Music Training of the Music Supervisor; His Examination and Certification—by the chairman, Thomas Tapper, editor of *Musician*, Boston, Mass.

Discussion led by Hamlin E. Cogswell, director of Conservatory of Music, Mansfield, Pa.

Music.

3. Report of Committee on What Results Should be Obtained in the Various Grades of the Public Schools—by the chairman, P. C. Hayden, editor of *School Music Monthly*, Keokuk, Ia.

Discussion led by Frances E. Howard, supervisor of music, Bridgeport, Conn.

(To be continued next week.)

Coming Meetings.

It is our desire to make this list as complete as possible. Any omissions or corrections will be gladly received.

May 4-6.—Seventh annual meeting, Eastern Art Teachers' association, to be held at the State Normal school, Trenton, N. J.

May 16-19.—Ninth annual conference, Parents' National Educational Union. Address Secretary, 26 Victoria street, London, S. W., England.

May 19-20.—The Big Five Teachers' Association, Cresco, Iowa.

May 19.—Eastern Connecticut Teachers' association, to be held at Putnam, Conn. President, H. D. Fay, Putnam, Conn.

May 26.—New England Association of School Superintendents, Latin School, Boston. Secretary A. C. Thompson, Wakefield.

The New York State university convocation of the regents and officers of institutions in the university, will hold its annual meeting at the capitol at Albany on Monday, Tuesday, Wednesday and Thursday, June 26, 27, and 28, 1905.

June 27-29. West Virginia Educational association at White Sulphur Springs. President, A. J. Wilkinson, Grafton; secretary, Joseph Rosier, Fairmount.

June 30-July 1, 1905.—Eastern Manual Training association, at Newark, N. J. Pres., Clifford B. Connelly, Allegheny, Pa.; vice-pres., Eli Pickwick, Jr., Newark, N. J.; sec'y, Henry W. Hetzel, Central M. T. school, Philadelphia; treas., William F. Vroom, St. Nicholas Terrace, N. Y.

July 3-7.—National Educational association will meet at Asbury Park, N. J. Pres., Supt. William H. Maxwell, New York city; Permanent Sec., Irwin Shepard, Winona, Minn.

July 11-13.—Pennsylvania State Educational association at Reading.

July 10-13.—American Institute of Instruction, Portland, Me. Secretary W. C. Crawford, Allston, Mass.

July 11-14.—Maryland State Teachers' association, at Blue Mountain House; president, Arthur F. Smith, Lonaconing; vice-president, E. W. McMaster, Pocomoke City; secretary, A. G. Harley, Laurel; treasurer, John E. McCahan, Baltimore.

July 13-27.—Connecticut Chautauqua association, Forestville, Conn. President, D. W. Howell, 411 Windor Ave., Hartford, Conn.

July 25-26-27. Tennessee state Teachers association will meet at Monteagle, Tenn. Pres. P. L. Harned; Secretary, W. L. Lawrence, Guthrie, Kentucky.

September 17-20.—International Congress of Childhood at Liege, Belgium. American Committee: Chairman, M. V. O'Shea, Madison, Wis.; secretary, Will S. Monroe, Westfield, Mass. Membership in the Congress solicited.

Oct., 1905.—Western Minnesota Educational association. Pres., County Supt. M. L. Pratt, Granite Falls.

October 19, 20, 21.—Vermont State Teachers' Association, Montpelier.

Summer Schools.

It is our desire to make this list as complete as possible. Any omissions or corrections will be gladly received.

EASTERN AND SOUTHERN STATES.

Beginning May 29.—Summer session, County Normal Institute for Teachers. Address, W. P. Johnson, Malvern, Ark.

May 29.—July 1.—Normal music course and summerschool, Baptist Collegiate institute. Address, A. W. Tate, Newton, Ala.

June and July.—Summer session, Massachusetts Institute of Technology. Address, H. W. Tyler, secretary, 491 Boylston street, Boston, Mass.

June-August.—The Virginia summer school of methods. Address, E. C. Glass, director, Lynchburg, Va.

June 1-July 15.—The Virginia School of Methods, at the University of Virginia, near Charlottesville. Address, the State Superintendent of Public Instruction, Richmond, Va.

June 1-July 15.—Virginia Normal and Industrial institute summer school, Petersburg, Va. (For colored teachers.) Address, the State Superintendent of Public Instruction, Richmond, Va.

June 8-July 27.—Baylor university summer and normal school, Waco, Texas.

June 12-August 20.—Summer session, Milton Academy address, Sec. Guy E. Suavely, Baltimore, Md.

June 14-Aug. 9.—Summer session, Geo. Peabody College for Teachers, Nashville, Tenn.

June 19-July 29.—West Virginia University Summer School, Morgantown, W. Va.

June 20-July 28.—Summer school of the South, at Knoxville, Tenn. Address P. P. Claxton, superintendent, Knoxville, Tenn.

June 26.—July 21.—Summer Term State Normal school. Address, Prin. E. D. Murdaugh, Frostburg, Md.

July 3-August 5.—Intercollegiate summer field course in geology, to be held in various sections of the Appalachian region for field study. Address, Prof. W. B. Clark, Johns Hopkins university, Baltimore, Md.

July 5-August 17.—Yale university summer school of forestry, Milford, Pike county, Penn. Address, Prof. Henry S. Graves, New Haven, Conn.

July 5-August 15.—Harvard university summer school of arts and sciences. Chairman, N. S. Shaler, S. D., LL. D.; Clerk, J. L. Love, 16 University hall, Cambridge, Mass.

July 5-Aug. 16.—Clarkson School of Technology. Address, The Director, Potsdam, N. Y.

July 5-August 16.—Syracuse university summer school, at Syracuse, N. Y. Address, The Registrar.

July 6-28.—The Connecticut Agricultural college summer school, Rufus W. Stimson, A. M., B. D., president, Storrs, Conn.

July 6-Aug. 17.—Yale university summer school of arts and sciences. Pres. Arthur Twining Hadley, LL. D. Director, Prof. E. Herschey Sneath, New Haven, Conn.

July 6-Aug. 16.—New York university summer school, University Heights, New York City. Address, Prof. Leslie J. Tompkins, Registrar.

July 6.—August 3.—Summer session, Mechanics institute, Dept. of Industrial arts. July 10 to July 22, Dept. manual training for teachers. Address, Eugene C. Colby, or Wm. W. Murray, 55 Plymouth ave., Rochester, N. Y.

July 7-Aug. 17.—Columbia university summer school. Address the registrar, Columbia university, New York city.

July 7-Aug. 16.—Cornell university summer school, Ithaca, N. Y.

July 8-Aug. 18.—The Chautauqua summer schools, Chautauqua, N. Y.

July 10 to August 12.—Dartmouth summer school. Address, Thomas W. D. Worthen, A. M., director of summer school, Hanover, N. H.

July 10.—Aug. 19.—New Jersey Training school for feeble-minded girls and boys. Summer school for teachers. Address, Supt. E. R. Johnstone, Vineland, N. J.

July 10.—August 18.—Special Normal Art and Design course, School of Decoration and applied Art. 27 West 67th st., New York city.

July 11.—Marthas Vineyard summer institute. Pres. William A. Mowry, Ph. D., Hyde Park, Mass.

Beginning July 11.—The Champlain summer school, Cliff Haven, N. Y. Address, Rev. Thomas McMillan, C. S. P.

July 11-July 27.—The new school of methods in public school music, at the Whitney International School of Music, 246 Huntington avenue, Boston, Mass. Address, American Book Company, Washington Square, New York City.

The Eastern Summer School of the American Institute of Normal Methods, at the New England Conservatory of Music, Boston, Mass. Address for further information regarding both schools, Robert Foresman, Manager Department of Music, Silver, Burdett & Co., 85 Fifth Ave., New York city.

MIDDLE STATES.

June 12-August 11.—University of Illinois (summer session) Urbana, Ill.

June 12 to July 21—July 24 to Sept. 1.—Illinois State Normal university, Normal, Ill.

June 17-Sept. 1.—The University of Chicago summer quarter. Address, The University of Chicago, Chicago, Ill.

June 19.—Eight weeks.—Summer Latin School of Drake university. Address, Charles O. Denny, A. M., Des Moines, Iowa.

June 19.—Six weeks. Highland Park college, Des Moines, Ia.

June 26-Aug. 4.—University of Michigan summer session. Law department continues until Aug. 18. Address John D. Reed, Dean, Ann Arbor, Michigan.

June 26-Aug. 4.—Summer session, University of Wisconsin, Madison, Wis.

June 26 to August 4.—Summer session, Armour Institute of Technology. Address, The Dean of Engineering Studies, Armour Institute, Chicago, Ill.

June 26-August 5.—Marietta college summer school. Address, Pres. Alfred T. Perry, Marietta, O.

June 26-August 4.—Michigan State Normal college sum-

mer school, at Ypsilanti, Mich. Address, Pres. L. H. Jones, Ypsilanti, Mich.

June 30.—Six weeks. Upper Iowa University, Fayette, Ia. July 3 to 15.—National summer school, Chicago, Ill. Address, Ginn & Co., Chicago, Ill.

July 5 to August 27.—Summer session of the Kindergarten Training school, Grand Rapids, Mich. Address, Miss Nellie Austin, secretary, 23 Fountain street.

July 5-August 9.—Summer school of manual training and domestic economy at Peoria, Ill.

July 5-August 9.—Bradley Polytechnic institute summer school of manual training and domestic economy. Address, Theodore C. Burgess, director, Bradley Polytechnic institute, Peoria, Ill.

July 11-29.—Summer School of Music and Drawing, Morgan Park academy, Morgan Park, Illinois. Frank D. Farr, Silver, Burdett & Company, 378 Wabash avenue, Chicago, Ill.

The Western Summer School of the American Institute of Normal Methods. At the College of Music, Northwestern university, Evanston, Ill. Address Frank D. Farr, Business Manager, Western Summer School, 378 Wabash Ave., Chicago, Ill.

Aug. 6-Aug. 19.—The new school of methods in public school music, at the Abraham Lincoln center, Oakwood boulevard and Langley avenue. Chicago, Ill. Address, American Book Company, Washington Square, New York City.

WESTERN STATES.

April 4-June 12.—Nebraska Normal college summer school, at Wayne, Neb.

Beginning May 15, six weeks.—summer session of the Montana State Normal college, at Dillon, Montana. Address, President, H. H. Swan, Dillon, Montana.

Opens May 29. Summer school of the State Normal school, Peru, Nebr. Address, J. W. Crabtree, Peru, Nebr. Indian summer normal schools of Indian territory:

Beginning June 5.—Cherokee nation, Tahlequah.

Beginning June 5.—Creek nation, Eufaula.

Beginning June 5.—Choctaw nation, Jones academy.

Beginning June 26.—Chickasaw nation, Wynnwood.

June 6-July 19.—Nebraska Wesleyan university summer session at University Place, Neb.

June 8-July 19.—Summer session, University of Kansas, Lawrence, Kan.

June 12-June 30.—Summer School of Primary Methods, at the East school, Salem, Oregon.

June 19.—Seven weeks.—Summer session, Lincoln institute. Address, President B. F. Allen, Jefferson city, Mo.

June 19.—July 28.—Summer session, under auspices of Denver Normal and Preparatory school. Address, Principal Fred Dick, A. M., Denver, Colo.

June 19-July 29.—University of Colorado, Boulder, Col.

June 19-August 11.—New Mexico Normal university, Las Vegas, N. M. Address, Edmund J. Vert, President.

June 26.—Aug. 4.—Summer session, University of California. Address, Recorder of the Faculties, Berkeley, Cal.

June 26-August 4.—Western Summer Institute for Teachers; address, D. A. Grout, Ladd school, Portland, Oregon.

July 24 to August 5.—National summer school, Portland, Oregon. Address Ginn & Company, Chicago, Ill.



Songs of the Flag and Nation is the title of a book of school music that fills a real need. From various causes there is a great deal of patriotism in the air; possibly the Spanish war and its results and an exceedingly popular president have much to do with it. This must find expression in music, and Walter Howe Jones has done the schools a service by compiling nearly one hundred very choice songs, mostly expressions of American patriotism. It seems to be especially fitted for high schools and colleges, yet many pieces can be handled in grammar schools. To the body of well known pieces (Red, White and Blue, etc.) the editor has joined a large number of new or almost new ones, so that altogether it is a volume of high merit and cannot but prove exceedingly popular. (Hinds, Noble & Eldredge. Price, 50 cents.)

Elementary Mensuration, by G. T. Chivers.—This volume contains over 1,400 examples, of which 900 are original, specially prepared for this work. It discusses in a clear and practical manner the methods of solving the problems arising from considering the areas of rectangles, triangles, polygons, circles, ellipses, etc. It is a valuable treatise. (Longmans, Green & Co.)

Plane Geometry—its Elements.—This book presents the elements of plane geometry in a clear and compact form, and is especially adapted for beginners. The demonstrations are short and clear; there are many graded exercises; the proofs have been framed so as to preclude the possibility of memorizing them. The authors, Chas. N. Schmall and Samuel M. Shack, have constructed a volume that is worthy the attention of teachers; they make the subject the statement and proof of a continuous train of mathematical truths. (D. Van Nostrand & Co. Price, \$1.25.)

Recent Legal Decisions.

By R. D. FISHER, Indianapolis.

In the School Board number of THE SCHOOL JOURNAL for April, in this department, the decision of the supreme court in the case of Sanborn seminary vs. The Town of Newton, was not clearly quoted and may be misleading.

When the suit was brought against the town, for the tuition of a child residing with his parents in the town, the supreme court threw the case out because the school district was the proper defendant and not the town. The seminary then took the case to a lower court, and sued the school district, recovering the tuition and necessary costs.

It will thus be seen that there has really been no decision of the supreme court on the matter in dispute.

Attention was called to this by Prin. Z. Willis Kemp, of Sanborn seminary, Kingston, N. H.

A Teacher Bound to Same Care as Ordinary Men.

The school teacher's authority to use force in the government of his pupils springs from the power and duty of restraint and correction vested by law in parents. A school teacher, for the purpose of correction, represents the parent, and has the parental authority in this regard delegated to him. But the power to inflict punishment thus delegated to and vested in the school teacher is not the full extent of the parents' right, because the power of correction, vested in parents, is little liable to abuse, being continually restrained by natural affection, and the school teacher, of course, has no such natural restraint and, therefore, must be limited to temperately exercising the power to inflict such punishment as is necessary to answer the purpose for which he is employed. (*Lander vs. Seaver*, 32 Vt. 114.)

The teacher who is charged with a part of the parents' duty to train up and qualify children for becoming useful and virtuous members of society, is by law invested with the parents' power to administer moderate correction when it shall be just and necessary in order to control stubbornness, quicken diligence, and reform bad habits. (*State vs. Pendergrass*, 19 N. C., 365.)

Thus it follows from the above that a teacher is not liable, either civilly or criminally, on account of the force or violence used by him in the reasonable, moderate, and proper correction of a pupil. (*Clawson vs. Prugh*, Neb. S. C., 95 N. W. 640.)

Battery by a teacher giving moderate correction to his pupil is lawful. And a teacher is not liable in trespass for assault and battery for reasonable corporate punishment inflicted upon a pupil on account of the infraction of a reasonable regulation of the school. (*Wilbur vs. Berry*, 71 N. H. 619.)

The recent case of *Drum vs. Miller*, decided by the North Carolina Supreme Court, is regarded as important and has attracted considerable comment. The pupil sued his teacher to recover damages for an injury to one of his eyes. There is no dispute about the facts. During recitation the attention of the plaintiff was attracted by some disturbance in the school-room and when he turned his head to see what it was the defendant (teacher) threw at him a pencil which struck him in the eye, inflicting a painful and serious wound, and causing partial loss of sight. The plaintiff insisted that the act of the defendant was done maliciously, and that the defendant was therefore liable to him without regard to any question of negligence or of proximate cause. The defendant contended that there was no malice, and that if a permanent injury was the result of the act, he threw the pencil at the plaintiff for the purpose of attracting his attention and in the exercise of his right of correction and discipline, without intending to cause any injury to the pupil, and not foreseeing at the time that such a result would flow from his act. The trial court held that there was no liability but on appeal the Supreme Court held, (1) That a teacher is not liable for permanent injuries inflicted without malice in the correction of a pupil, unless they were of such a nature that a reasonably prudent person would foresee that a permanent injury of some kind would naturally or probably result from his act. (2) To render a teacher liable for injuries inflicted upon a pupil by an attempt to correct him in a wrongful manner, it is not necessary that he should be able to foresee that the particular injury inflicted would be the natural and probable consequence of his act. But a teacher is liable for the destruction of the sight of a pupil by throwing a pencil at him to attract his attention if he did not act with ordinary care, and the injury was the natural and probable result of his negligence, and the court held that he ought reasonably to have foreseen that a permanent injury would be the natural and probable consequence of this throwing of a pencil. Hence, the judgment is reversed and a new trial granted.

The doctrine of natural and probable consequence is most clearly illustrated in this case, and the teacher held liable for his failure to act with due foresight. It was not essential that the teacher should have anticipated injury to his pupil, or the particular kind of injury produced. He is in no better case than any ordinary man who intends to do and actually does harm, so far as liability for the natural and

probable consequences of his act or conduct is concerned. It is certainly strong doctrine of presumable and natural consequences.



New York Educational Museum.

The directors of the American Museum of Natural History have kindly placed at the disposal of the board of education a large and well-lighted room for the display of the city's school exhibit, lately returned from St. Louis. This room is on the second floor of the museum, east, and serves the purpose admirably.

All interested will now have an opportunity, for a few weeks, of studying the work of the schools from the kindergarten thru the high and training schools.

The enclosure has a frame nine feet in height, covered with green burlap. About the room are fifty-eight wall cabinets, in each of which are thirty-three sheets of cardboard, 22x28 inches, mounted with written work, drawings, maps, photographs, sewing, cord work, raffia, blanks, and circulars. In the glass of each door of these cabinets the seal of the board of education is daintily sketched, and back of each glass is a large photograph or group of photographs representing some educational activity. Within the enclosure are six large show cases, the three at the left from the entrance having a display of work in the kindergartens, and in drawing, construction, and shop work, and the three at the right having a display of work in domestic art, domestic science, evening and vacation schools.

On long tables are three hundred volumes of written work and ninety large albums filled with work similar to that found in the wall cabinets.

The general idea pervading the exhibit is an exemplification of the course of study. Each subject in each grade of the course is treated in considerable detail. The work displayed is confined wholly to the public schools, four schools in each of the forty-six districts—about two hundred schools and six hundred classes in the elementary grades, and all of the high schools.

The preparation of work was confined to the months of December and January of a year ago. During these months the classes prepared ten sets of papers. From each nine of these exercises the best six papers were selected. In the tenth exercise, prepared during the second week in January, all the papers of the class—good, bad, and indifferent—were reserved. Thus for nine exercises a limited number of the best papers was selected, and in one exercise every pupil's paper in the classes participating was reserved.

One of the distinguishing features of the exhibit of written work in the city of New York, and one deserving special commendation is the effort to have the exhibit present the honest effort of pupils and be fairly representative of the regular work of the schools. First drafts only are presented, except in a few exercises in the high schools where both first drafts and copies are submitted. In most instances the method by which the teacher unfolded the subject is clearly indicated. The process rather than the product is made the important feature.

Accompanying each set of papers, whether six or fifty papers, is a statement blank filled out by the class teacher. This statement is designed to give an intelligent and definite idea of the line of work pursued by teachers and pupils, and to answer inquiries sure to be made by those who carefully inspect the work.

The photographic exhibit is very complete. It consists of ten or twelve hundred photographs, 8x10 inches, or 11x14 inches, and covers the whole field of the city's educational activity. These photographs represent classes at work, the conditions under which they work, and as far as possible the method of work in the day and evening schools, vacation schools, playgrounds, recreation centers, recreation piers, roof playgrounds, kindergartens, laboratories, and gymnasiums; classes in the parks, at the botanical garden, zoological park, Natural History museum, and aquarium.

The photographic exhibit is of special value in representing the great achievements made in recent years in school-house architecture. Upon the walls of the enclosure there are thirty-five large framed photographs and drawings in colors of some of the latest and best school buildings erected in the city. Two of the wall cabinets are filled with photographs of school buildings, so that any one interested in school-house construction can easily study every detail of the best type of school buildings that has found expression in this country.

A large number of interesting statistical and graphic charts bearing upon the school registration, attendance, salaries of teachers, expenses, time tables, etc., are found on the wall at the entrance to the room containing the exhibit.

The arrangement and contents of the fifty-eight wall cabinets beginning at the right in the entrance are as follows:

Cabinets 1, 2, and 3 are devoted to vacation schools and playgrounds. Much of this exhibit is in the nature of photographs of classes at the outdoor and indoor playgrounds,

evening play centers, and roof playgrounds, baths and swimming pools, and of classes engaged in the various industries taught in the vacation schools. Specimens of work in fret sawing, whittling, burnt wood, bench work, Venetian iron, leather, basketry, chair caning, elementary and advanced sewing, drawing, millinery, embroidery, knitting, and crocheting are displayed on the walls and in a show case.

Cabinets 4 and 5 hold photographs of classes at work in the evening schools, elementary and high, of classes in regular class-rooms, laboratories, drawing-rooms, and assemblies, and specimens of mechanical and architectural drawing, and drawing from life and from cast.

The evening schools furnish a dynamo, chemical, and physical apparatus, and specimens of work in dressmaking, millinery, and cooking. The hats made of raffia are of superior workmanship.

Cabinets 6 to 11 inclusive, and the show case and walls, hold a large variety of specimens of cord and constructive work and sewing taught the boys and girls thru the first three years, and of sewing taught the girls thru the remaining years of the school course.

Cabinet 12 includes charts and theme work, illustrating and explaining the work attempted in domestic science in the last two years of the elementary school course, and showing the close correlation of this subject with the other subjects of the school curriculum. In the show case is an excellent exhibit of canned and preserved fruits and vegetables, of bread and candy making, of laundry work, nursing, housekeeping, and house furnishing. The exhibit of apparatus used, and the work done in the chemistry of cookery is very complete. The exhibit in nursing presents a model of a home medicine chest, with bandages and an invalid's tray. The laundry exhibit consists of samples of soaps, alkalies, blueing, of towels and napkins, flannels, and colored goods laundered. In a glass case is a model living room arranged from a hygienic, artistic, and economic standpoint.

Cabinets 13 to 20 include selected specimens in drawing, construction, and design. The cabinets are arranged to illustrate the eight years' course of study, one cabinet for each year. In each of the cabinets the first ten cards are devoted to drawings of familiar objects, the second ten cards to illustrative drawings in the lower grades and to drawing of plant forms in the higher grades, and the third ten cards to models illustrating the course in construction and applied design.

In two showcases are displayed a large variety of articles in cardboard and wood constructed in class-rooms and in workshops, illustrating the co-ordination of the work in drawing, construction, and design. The communal models made by groups of pupils of the upper grades represent apparatus of value used in the elementary science lessons. The decorated models represent one phase of the training in art. Drawing, construction, and design are closely related at every step.

In the dozen large portfolios are found the course of study by subjects, one portfolio illustrating the work of the several years in plant form drawing, another in illustrative drawing, a third in design, etc.

Cabinets 21 to 30 include the course of study and syllabuses and written exercises in copy and dictation, composition, grammar, electives, literature, nature study, geography, history, civics, and mathematics.

The bookcase numbered 28 contains three units of class libraries, the first unit filled with typical books for pupils of the third and fourth years, the second for pupils of the fifth and sixth years, and the third for pupils of the seventh and eighth years. The exhibit is designed to give visitors an idea of what the city is doing in the line of class libraries in all of the schools. The bookcase in actual use in the school-room consists of two units. The books are used not only for reference, but for general circulation among the pupils.

Cabinets 31 and 32 hold an exhibit of the work of the New York City Training School for Teachers. Cabinet 31 illustrates the course in sewing and cord work, and cabinet 32 a graded course in map interpretation.

Cabinets 33 to 47 include work of the high schools in ancient and modern history, ancient and modern languages, English, commercial branches, bookkeeping, mathematics, physics, chemistry, physiography, biology, and drawing. In the latter subject four cabinets are given to pictorial and constructive lines of work, followed by special art work.

Cabinets 48 and 49 are filled with photographs of school buildings in various stages of completion. These photographs exhibit some of the best types of elementary and high school buildings, internal and external arrangements, floor plans, assembly halls, class-rooms, laboratories, libraries, gymnasiums, workshops, school kitchens, baths, hallways, stairways, basement and roof playgrounds, yards, heating, lighting, ventilating, and sanitary arrangements.

It is expected that the four fine models of school buildings displayed at St. Louis, now undergoing repairs, will be in place within a week or two.

Cabinet 50 represents various phases of school activities thru photographs; also exercises on board the schoolship St. Mary's.

Cabinet 51 presents a view of our school system thru a

brief history of the public schools of the city for the past fifty years, the organization of the department of education, names of the members of the board of education, committee assignments, superintendents, directors, and heads of departments, powers of each, and statistical tables bearing upon day schools, evening schools, vacation schools, playgrounds, recreation centers, truant schools, nautical schools, free lectures, etc. This cabinet also contains circulars and blanks bearing upon compulsory education, child labor, children's court cases, attendance officers, and licensing of newsboys.

Cabinet 52 is devoted to a brief sketch of the various teachers' associations, their aim and work. The latter part of the cabinet is filled with illustrations of exercises in blackboard sketching which were given to a class of teachers in an extension course provided by the New York Society of Pedagogy, Miss A. Grace Gibson, instructor.

Cabinet 53 presents a complete view of the free lecture system of the city. This system provides for adult education to a large extent in the form of illustrated lectures and experiments.

Cabinets 54 and 55 are filled with sample circulars and blanks used by the several departments in the educational system, by the city, associate city, and district superintendents, by principals, directors, and supervisors, by the board of examiners, the auditor, the superintendent of supplies, the superintendent of school buildings, and by the secretary and committees of the board of education. These cabinets also contain questions used in examinations for licenses, minutes of the board of education, board of superintendents, and committees, sample report cards, licenses, diplomas, etc.

Cabinet 56 gives a scheme for class-room decoration, following closely the course of study. It presents the purpose of school-room decoration, viz., to make the decoration of a room a unit, the expression of an idea, to use pictures that interest and inspire pupils, and to connect the decoration of each room with the work of the grade, especially in the line of literature and history. It gives a selected list of appropriate photographs to correspond with the general plan of the course of study, as well as a list of selected photographs for special rooms—sewing, music, drawing, geography, history, etc.

The following subjects form the keynote for class-room decoration in the elementary grades:

- | | |
|---------------------------------|----------------------------|
| 1A Mother Goose | 4B Legends |
| 1B Stories of Familiar Animals | 5A The Children's Poet |
| 2A Fairy Tales | 5B The City of New York |
| 2B The Animals of Æsop's Fables | 6A Explorers and Colonists |
| 3A Indian Life (Hiawatha) | 6B American Heroism |
| 3B Child Life | 7A Early English History |
| 4A Myths | 7B Later " " |
| | 8A Shakespeare |
| | 8B Sir Walter Scott |

Cabinet 57 exhibits the work of over one hundred kindergartens in drawing, brush work, free cutting, folding, mounting, sewing, and weaving. The photographs in the cabinet represent the arrangement of various kindergarten rooms, views of games, of children at play and on excursions. In the glass show case near at hand is found the children's work in clay modeling. Many animal and plant forms as well as common objects are among the models in clay. The case also contains objects such as houses, boxes, baskets, shops, toys, made of paper, cardboard, and wood.

Cabinets 58 and 59 represent thru photographs, charts, and printed material, the well-organized work in physical training in the schools of the city. This consists of story gymnastics, active plays, indoor games, freehand exercises in class-rooms, light apparatus in gymnasiums, school yards, and assembly halls, heavy gymnasium work, athletics, and the work of the Public School league.

A special section is given to the treatment of defective and diseased children, the physical care accorded them, the examination by a physician, attention by trained nurses, methods of record, report, and classification. The methods of treatment of atypical children—exceptional, backward, or mentally defective—are explained fully.

In nearly all the wall cabinets containing typical papers, or other exhibits of school work, the first inside page contains a syllabus of the course of study. In this way the general plan and scope of the exhibit is shown to be a gradual and logical presentation of the steps taken in the various grades and subjects in the city's public school curriculum. Nearly all the photographs and work represented in the wall cabinets are duplicated in the ninety large albums found on the tables.

On the wall is a large topographical map of Greater New York, 12x12 feet, with the school districts clearly outlined.

It is expected that this exhibit will form the nucleus of a permanent educational museum to be located in some building hereafter to be selected. If a suitable place is secured the plans for the museum would be expanded to include an historical exhibit, alcoves for maps, globes, charts, illustrative apparatus, benches, desks, seats, models, etc.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending May 6, 1905.

Mr. Carnegie's generous contribution toward a pension fund for college professors marks an important step in our civilization. The work of the teacher is gradually beginning to be rated at something like its true worth. Let us hope that the day is not far distant when the United States as a nation will make provision for the pensioning of the public teachers of the young. The debt of the country to its teachers is greater than that to its soldiers. It may be too early to expect any immediate response to this suggestion. It is not too early, however, to talk about it. Mr. Carnegie's gift has given us a point to start from. Let us follow up the logic of it.

The school board of Boston is to consist of five instead of twenty-four members. Election will be by popular vote and at large. This is excellent. The new system will now have a fair test.

If any proof was needed to show that Wisconsin really wants C. R. Cary as state superintendent of public instruction the recent election has furnished a lavish measure of it. Thirty thousand majority with as light a vote as there was is as emphatic an endorsement as even the most hopeful friends of Mr. Cary could ask for. The victory means more than four years of office at \$5,000 per annum; it means that Wisconsin believes in keeping politics out of education and stands ready to uphold the man who places honest service and educational conviction above personal advantage.

We are sorry for John Bach MacMaster. He does not like the idea of having colleagues who may some day draw an annuity from the fund established by Mr. Carnegie's gift of ten million dollars. He is opposed to pensions for teachers, anyway. His chief argument against pensions is that they lower the standard of the profession. He can make out a pretty plausible story on this basis. Has he ever considered the baneful effect of prospective pensions on army and navy officers? We would like to hear from him on this point. To all appearances the standard of the naval and military profession has been raised by the establishment of the annuity system. In other departments the effect is similar. Perhaps we ought to shut our eyes and ears to facts and feed on *ex cathedra* statements only. Facts are stubborn arguments, nevertheless. And they all speak emphatically in favor of a general system of pensioning for teachers who have given their best strength to the education of the young.

In New York city the cause of professional teaching has had a severe setback owing to the mistakes of its best friends. Whether it will speedily regain its former favor remains to be seen. The present school board is rather skeptical as regards direction by educational experts. It is not at all unlikely that there will be a return to absolute domination of the schools by a board of laymen. "Educational Expert" is uttered in a flippant tone in the meetings of the commissioners. The rank and file of the teaching force do not resent the implied affront to their professional superiors. This is not a pleasant condition of things. The inference that professional pride would cause the teachers to rally around their

board of superintendents is not surely founded. On the contrary, some of the most effective flings aimed by the lay members at the educationally supposed-to-be-expert administrative body show by a manifest internal evidence that they were prepared by teachers, and some very able teachers at that. What are the superintendents going to do about it? The sacrifice of the teachers' sympathies will cost the city dear. It is not too late to get together. Will Mr. Maxwell make the move?

Principal Watt has for some years had in his school in Chicago an orchestral band of boys. Why will not somebody start a band for girls? The plan has been tried in England with considerable success. The working girls who performed last year at the annual flower show in Sandringham suggests what may be done. This band has been in existence since 1884, and 140 girls have thereby had the opportunity of passing thru the course of instruction in every kind of instrument. The plan would make a hit here.

Higher Salaries.

In a recent letter to the trustees of Columbia university, President Butler presented a characteristically vigorous plea for higher professional salaries. His arguments apply with almost equal force to the salaries of teachers in general. Fine buildings do not necessarily reveal the educational feeling of a community; they may be mere monuments of local pride. It is well that pride chooses this means to satisfy itself, but the greater things—the proper choice and adequate payment of teachers should not be forgotten.

The New York Post has this extract:

"We must not overlook the point urged upon us so forcefully at the commencement of 1903 by our distinguished guest, Prof. J. J. Thompson of the University of Cambridge. Professor Thompson warned the American universities of the danger of spending too much proportionately on buildings and equipment and too little upon men.

"We urgently need endowments for the professional salaries. Many of the world's great discoveries have been made in meager and ill-supplied laboratories by men whose genius and devotion have surmounted every obstacle. Indeed, it sometimes seems as if a scholar's productivity varied in inverse proportion to the completeness of his equipment and the magnificence of his surroundings. It often happens that a large and finely equipped laboratory will consume in its mere oversight and care the time and mental energy that should be devoted to investigation. For its laboratories and lecture rooms, therefore, a university must attract men of the first order of ability, who will not permit themselves to be diverted from teaching and from research, and these men should be rewarded, not lavishly, but becomingly. So long as participation in the work of higher education requires a large material sacrifice which many men can not, and many others will not, make, a great proportion of the best intellect of the nation will not enlist in the service of education. It is important for the community and the nation that leaders in scientific and literary production, the scholars, should be recognized by the public generally as its servants in the highest and best sense. A compensation that will enable a university professor to live decently, to educate his children without undergoing privation, and to take a becoming part in the public life and service of the community in which he lives, is a standard at which we should aim, and below which we cannot afford to fall."

Shorter Day Discussion.

At the meeting of the local school boards on April 27 at the hall of the board of education the shorter school day was up for discussion.

Commissioner Lummis spoke in favor of the shorter day, contending that much of the present opposition would die away when the question was more thoroly understood. People have a wrong conception of the subject. It is not intended to advocate a short day thruout the school system, but only for children in the first year; children who have just come from the kindergarten, at the ages of six and seven and possibly eight years. In the kindergarten the hours were short and filled mostly with play. The sudden change to long hours at the desk is detrimental to the physical well being of the child.

During his remarks Commissioner Lummis read a resolution which might be termed a compromise.

In this resolution he advocated a modification of the course of study and a shortened school day. He would have the morning hours devoted entirely to formal instruction, and the afternoon to purely informal exercises, in the larger rooms of the school buildings.

Commissioner Nicholas Barrett did not agree with Mr. Lummis. He contended that the agitation for the short school day grew out of the part-time question, which was in a fair way to settle itself.

If the three and a half hour school day was adopted in the first and second grades, it would disarrange and curtail the course of study all thru the succeeding eight years, thus creating a great many difficulties.

In debating this question two important forces must be considered, the parental and teaching. Both of these forces have protested vigorously against the shortening of the school day.

If the child were injured physically by the present hours, surely the parent would know of it, and enter a protest. The recent report of the superintendent pointed to the fact that the average age of the child in the first year was more than seven years, and the second year more than eight, and not six, as the previous speaker had said. It will be seen, then, that the children have reached an age when longer hours do not injure them physically.

In opposing Commissioner Lummis' idea of informal instruction in the afternoon, Mr. Barrett said that this optional work did not bring the proper result. In New York city we are doing something more for most of the children than merely conveying simple instruction. The children who would be most affected by a short day are children to whom English is a foreign tongue. Our customs also are new and strange to them. For this reason they should have all the time possible in these early years of instruction. It was Mr. Barrett's personal opinion that the difficulty could be obviated if the course could be pruned somewhat, by curtailing the time allotted to non-essentials and extending the time for essentials. A great deal of time has been given to the subject of revision, and Mr. Barrett thinks that revision will come about. In the case of the shorter day, he feels that a re-arrangement of the time will cause a serious set-back to the system and he believes that little will be done in this direction. Any definite conclusion should not be reached until the course of study is changed.

Supt. Andrew Edson was the last speaker. He declared that any discussion of the short day necessarily involved some reference to the course of study. This discussion started in debating the question of part time and economy in the schools.

In regard to Commissioner Lummis' reference to the favorable action of the Male Teachers' Association regarding the shorter day, Superintendent Edson said that their judgment on the subject was open to criticism. None of them had ever taught in the first and second year schools. If the children had to sit in their seats for several hours at a time he might agree with the male teachers, but they do not. There are at least five or six relaxation periods during this time and change of occupation is always rest to a child.

There is a very small proportion of mothers who have plenty of time to devote to their children in this city. He thought that nineteen out of every twenty mothers would prefer to have their children in the school as long as possible each day.

"The present course of study," continued Superintendent Edson, "has been prepared by the best educators that could be found, and is the best course I ever saw. I am receiving letters constantly from educators in all parts of the United States, who declare frankly that the course of study in New York city, as shown by the exhibit at St. Louis, is the best in the country."

"Any course of study must be flexible. Teachers and principals must be able to apply it in a broad and helpful way."

In discussing the elimination of the so-called non-essentials or fads, Superintendent Edson said:

"1.—*The Opening Exercises* cannot well be omitted. Here the pupil is given a chance for moral and patriotic instruction. Any visitor to our opening exercises would agree that they are necessary and appropriate.

"2.—*Physical Training*. Medical men contend that the proper development of the physical is as essential as that of the intellectual or moral nature. Plenty of time should be given for intermissions to be filled by organized games and plays, gymnasium work, and besides it would be impossible to do away with instruction in hygiene and temperance because the state law demands that these should be taught, whether we believe in them or not.

"3.—*Drawing and Constructive Work*. Every one will agree that this work is a relief from the ordinary drudgery of the three R's. It is light, relaxing, and does not require concentration.

"4.—*Sewing*. It may be admitted that sewing is brought in too soon in the grades. The report that boys are compelled to spend their time in learning to sew is wrong; nor are they learning to cook. As for the girls, it has been demonstrated that mothers want these subjects taught. They have a vital use in the home.

"5.—*Music and Singing*. Singing has its mission. The only part that might be left out of this so-called "fad" is the technical or rote work.

"6.—*Nature Study and Science*. It has been found from actual experience that nature study is one of the best subjects we have for language work. The ninety minutes given this study, if rightly employed, is of great value to the student. The study of chemistry and physics has never been condemned. On the contrary, teachers of this subject testify that invariably it meets with commendation from students and parents.

"7.—*Shop Work for Boys*. This part of the course appeals to the practical side of life. To many boys it is an opening. They find themselves and at once enter into the path that leads to success. Any subject that aids a boy in choosing his life work early, should never be questioned."

8.—*Electives*. When he came to this heading Superintendent Edson admitted that he was in some doubt whether students should give much

time to Latin and Greek. Since studying the educational exhibit of Germany at St. Louis he was impressed with the importance of starting way down with modern languages.

In referring to our modern method of teaching reading and writing, Superintendent Edson declared that the children of to-day are doing better reading and writing than did the children of forty or even twenty-five years ago. As for arithmetic and geography we do not, in these days, carry them as far as formerly, and this is a good thing.

Recently a leading educator said, "We forget the matter that is poured into us during our school life. But there are some things we never forget! 1. Training in good habits. 2. Power to use our faculties. 3. Cultivation of taste for the best in literature and art. 4. Higher and nobler ideals and ambitions."

"I have visited many schools in New England and the West," concluded Superintendent Edson, "and I am proud to say that I am a citizen of New York and have even a small part in the work of her public schools."

Afternoon Sessions Injurious.

A telegram to the New York Evening *Globe* states that German experts have been investigating the effect of afternoon school sessions on children. According to their report it is evident that these sessions are injurious. At the Halle investigations of 16,000 school children, the report shows that sickness among children attending morning and afternoon sessions was fifty per cent. greater than among children who attended sessions in the forenoon only.

Investigations at Leipzig led to the same conclusion, and from these investigations Dr. Otto Dornblueth of Frankfort, a specialist in nervous diseases, draws conclusions in favor of a morning session of five hours with a resting pause of fifteen minutes at the end of each hour. He says the afternoon sessions exhaust the vitality of the children, disturb their digestive organs, and tire their brains. The afternoon hours, he believes, should be given to play, outdoor exercise, and physical training.

Dr. Dornblueth holds the selfish motives of many parents in not wishing children at home because they are bothersome and require supervision, should not avail against a reform which is necessary and beneficial to the little ones. He suggests public retreats, where the children who cannot be supervised at home may spend the afternoon under the care of suitable adults, these retreats to be provided with implements and material and the children instructed in handicrafts.

New President for Illinois College.

Illinois college, the oldest institution of higher learning in Illinois, has recently called Dr. Charles H. Rammelkamp to the presidency.

Dr. Rammelkamp was born in New York city in 1874, and was graduated from Cornell university with the class of 1896. He has studied extensively both in this country and abroad since graduation, receiving the degree of doctor of philosophy from his alma mater in 1900.

Dr. Rammelkamp went to Illinois college from Leland Stanford university, as assistant professor of history and political science. Since his connection with the college as teacher he has been in close touch with the students and has endeared himself to them as well as to all friends of the institution.

Illinois college had its origin in the year 1827, and since that time has been a force in the development of the Middle West. Dr. Edward Beecher,

brother of Henry Ward Beecher, was its first president, retiring in 1844, when he was succeeded by Dr. Julian M. Sturtevant. Others who have occupied the position of president include Rufus C. Crampton (acting) 1876-82; Rev. Edward A. Tanner, 1882-92; Dr. John E. Bradley, 1892-99, and Rev. Clifford W. Barnes, 1900-04.

As is the case with all small colleges, Illinois had to struggle for existence. Its students have come from the ranks of the sturdy and earnest young men of the surrounding states, and many of them have gone out from its influence to reflect large credit upon their alma mater.

During a recent crisis in the history of the college, its distinguished alumnus, Hon. William Jennings Bryan, sprang to its assistance, and the result is a new lease on life and a stronger determination to continue the work begun so many years ago. It is earnestly hoped that the coming of Dr. Rammelkamp will result in the firm establishment of this old college, so dear to the hundreds of friends and students who have sacrificed much that it might live.

Pension Fund for College Professors.

Andrew Carnegie's recent gift of \$10,000,000 as a pension fund for college professors is one of the most important contributions that has ever been made to education. Mr. Carnegie's letter to the trustees of the fund explains fully his purpose in bestowing the money:

Gentlemen—I have reached the conclusion that the least rewarded of all the professions is that of the teacher in our higher educational institutions. New York city generously and very wisely provides retiring pensions for teachers in her public schools, and also for her policemen. Very few indeed of our colleges are able to do so. The consequences are grievous. Able men hesitate to adopt teaching as a career, and many old professors whose places should be occupied by younger men cannot be retired.

I have, therefore, transferred to you and your successors as trustees ten million dollars' worth of 5 per cent. first mortgage bonds of the United States Steel Corporation, the revenue from which is to provide retiring pensions for the teachers of universities, colleges, and technical schools in our country, Canada, and Newfoundland, under such conditions as you may adopt from time to time. Expert calculation shows that the revenue will be ample for the purpose.

Mr. Frank A. Vanderlip, vice-president of the National City Bank of New York, says that the fund will yield an income of \$500,000 per year. It is Mr. Carnegie's belief that this will be sufficient not only to provide a dignified pension system for a body of most worthy, self-sacrificing, and poorly paid men, but that it will be of distinct value to the cause of education in offering an opportunity to the trustees of a college to retire members of the faculty who have faithfully served the institution for many years, and to replace such men with young, vigorous, and efficient professors.

The following educators have been selected as trustees of the fund: Pres. A. T. Hadley, Yale university; Pres. Charles William Eliot, Harvard university; Pres. William R. Harper, University of Chicago; Pres. Nicholas Murray Butler, Columbia university; Pres. Jacob C. Schurman, Cornell university; Pres. Woodrow Wilson, Princeton university; Pres. L. Clark Seelye, Smith college, Northampton, Mass.; Provost Charles C. Harrison, University of Pennsylvania; Pres. Alexander C. Humphreys, Stevens institute, Hoboken, N. J.; Chancellor S. B. McCormick, Western University of Pennsylvania, Allegheny, Pa.; Pres. Edwin B. Craighead, Tulane university, New Orleans, La.; Pres. H. C. King, Oberlin college; Pres. C. F. Thwing, Western Reserve university, Cleveland, O.; Pres. Thomas McClelland, Knox college, Galesburg, Ill.; Pres. Edwin H. Hughes, DePauw university, Greencastle, Ind.; Pres. H. McClelland Bell, Drake university, Des Moines, Ia.; Pres.

George H. Denny, Washington and Lee university, Lexington, Va.; Pres. Peterson, McGill university, Montreal, Canada; Pres. Samuel Plautz, Lawrence University of Wisconsin, Appleton, Wis.; Pres. David S. Jordan, Leland Stanford university, Palo Alto, Cal.; Pres. W. H. Crawford, Allegheny college, Meadville, Pa.; F. A. Vanderlip, New York; T. Morris Carnegie, New York; R. A. Franks, Hoboken, N. J.; Pres. Henry C. Prichett, Massachusetts Institute of Technology, Boston.

Educating for a Business Career.

On the evening of March 18, 1905, Mr. Edgar O. Silver, president of the publishing house of Silver, Burdett & Company, delivered an address before the students of Dartmouth college on "The Ethics of Business." Mr. Silver is well known in the school world as a successful publisher. Not everybody knows, however, that he built up the great business of which he stands at the head with naught but his own brains for capital at the start, and that he is to-day but forty-five years of age.

Under the circumstances, what Mr. Silver has to say on the subject of the necessary attributes of the successful business man carry particular weight. His suggestions regarding the "personal qualifications—moral and practical"—he classifies as follows:

First.—Correct moral habits.

Second.—Ability, coupled with modesty.

Third.—Industry, patience, economy.

Fourth.—Whole-hearted loyalty to employer and to duty.

Fifth.—Willingness to profit by the experience of others.

Sixth.—Promptness, exactness, thoroughness in details.

Seventh.—Honesty, truthfulness, courage, courtesy, fairness.

"Every educated man blest with good health who consistently exemplifies these will find worthy success easily within his reach," Mr. Silver said to the Dartmouth boys.

The ethical tests which may be applied to a business are also, in Mr. Silver's view, capable of easy and clear definition. The business must be genuinely useful in its nature and purpose. It must be operated with reciprocal benefits to the public that supports it, and in obedience to the laws that protect it. It must be administered honestly and with just regard to the rights of all whose interests and welfare are concerned in it. It must not require service from any one which he cannot render with moral propriety.

"A successful business, be it large or small, that answers these tests," added Mr. Silver, "is not a menace but a blessing to society; and a business man who succeeds along these lines is a real benefactor."

Are not these such maxims as will fit boys and girls for any successful career? Are they maxims that are taught in every school-room?

Conference for Education Closed.

At the close of the conference for education in the South on April 28, at Columbia, S. C., Robert C. Ogden of New York was elected to his fifth term as president.

The closing address was given by Ernest Hamlin Abbott, of New York. He spoke on "Sectional Misapprehension," and he said in part:

"We believe that not the South, but the whole nation, was responsible for the existence of the institution that created sectionalism, that therefore the whole nation and not the South alone should bear the burdens which that institution has bequeathed to us to-day.

"We believe, that, however complicated the conditions were that occasioned the war, the men of the Confederate armies laid down their lives, not to perpetuate slavery, but to settle a controversy that had its beginning before the adoption of the Federal Constitution. We believe that the so-called reconstruction period wrought more for sectional misunderstanding and animosity than all the bitterness of the war.

"Race integrity is to be assumed in any discussion of the problems affecting our country. This does not mean that in the American people of the future there will not be the blood of many peoples. But it does mean that the division of mankind into certain great distinct races will continue in America, so far as we can see, for all time.

"This being true, the American ideal must include not only justice to every man, but also justice to every race. So long as the community observes the principle of justice to the individual and justice to the race the community as such is, as it should be, free to decide how and by whom the government should be administered. In other words, the state has the right to determine what conditions and limitations shall be put upon the exercise of the franchise."

Arbor Day in New York State.

Arbor day (May 5) was generally observed in New York State. During the month of April the state education department issued a neat pamphlet full of suitable exercises for this yearly celebration.

Thru the impetus received from these anniversaries, many of the school grounds of the state have been transformed into veritable flower gardens, with over-shadowing trees.

The following table gives the number of school districts in New York State which have observed the day and the number of trees planted each year since the law went into effect:

Year			Number of districts.	Trees planted.
1889	-	-	5,681	24,166
1890	-	-	8,106	27,097
1891	-	-	8,950	25,786
1892	-	-	8,809	20,622
1893	-	-	8,783	15,073
1894	-	-	9,057	16,524
1895	-	-	8,450	15,973
1896	-	-	9,823	16,569
1897	-	-	9,921	17,975
1898	-	-	9,885	18,429
1899	-	-	9,883	16,357
1900	-	-	10,251	15,045
1901	-	-	9,803	16,701
1902	-	-	9,893	19,320
1903	-	-	9,748	15,099
1904	-	-	9,827	13,829
Total,				294,565

For several years past the Department of Public Instruction, thru the liberality of the Hon. William A. Wadsworth, of Geneseo, has been able to offer as cash prizes \$100 for the best kept school grounds in the state, and \$50 for the second in merit. These prizes have not been awarded so much for the superior appearance of the grounds as for the improvement of them during the year. For the year 1904 they were awarded as follows:

First prize to District 4, Saratoga Springs, Saratoga county; George W. Kilmer, trustee; Natalie Roods, teacher.

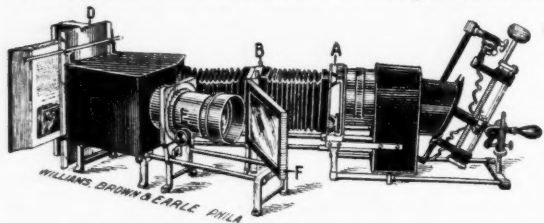
Second prize to District 15, Gouverneur, St. Lawrence county; Roy Enos, trustee; L. Delia Hamilton, teacher.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

One of the most remarkable instruments that has come to the front recently is the New Reflecting Lantern, patented by Williams, Brown & Earle, of Philadelphia.

The lantern is for use in schools and colleges and for lec-



tures. Formerly lecturers and teachers who used the projection lantern were confined to lantern slides. By that process they were not able to make use of natural specimens and magazine illustrations. This new instrument



throws specimens and illustrations, either plain or colored, upon the screen to great advantage.

The value then, of the new lantern is readily seen.

The accompanying illustration shows how the reflecting lantern enlarges an object.

The utility of relief maps for teaching geography and for giving clear conceptions of topographic forms is now so generally recognized that Edwin E. Howell, 612 17th street, N. W., Washington, D. C., is making successful attempts to meet the demand.

In speaking of relief maps, Mr. Howell says they should be. 1.—Trustworthy, i. e. made from the best and latest information; 2.—Should clearly and correctly express the topographic features; and 3.—Should be rigid and durable.

Lemcke & Buechner, 11 East 17 st., New York city, are making a specialty of their English-German and German-English dictionaries. They have excellent facilities for supplying foreign and domestic school books.

The Esterbrook Pen Company have been increasing their facilities for supplying schools. They have the exclusive contract for supplying pens in Greater New York and are extending their work in other parts of the country.

As is well known, the vertical pens started a complete revolution in the history of writing. When the reaction started against vertical writing it was found to have a strong foothold.

Wall maps for schools have hitherto been held as almost essentially a commercial commodity. This is unquestionably an error. The same professional training and skill should be used in the preparation of wall maps and in their sale as has been used for preparing text-books.

The Scarborough Company of Boston, Mass., have recog-

nized this in preparing their Peerless Series of wall maps, recently published. The maps are beautiful from an artistic standpoint, and are pedagogically accurate as well. The manufacturers will gladly send a catalog of their very complete geographical supplies upon request.

A very unique and interesting card has come to us from Spon & Chamberlain, Publishers of Technical Books, 123 Liberty street, N. Y. This publication is called an "Hour Card" and one can tell at a glance the time of day at any place in the world. The card was invented by Dr. J. F. B. Cordeiro, U. S. Navy.

The New York State Library Department, of Albany, under the direction of Mr. Melvil Dewey, has just published a list of 1,000 books covering all subjects, such as "fiction," "biography," "juvenile," etc. Mr. Dewey classifies these as the best books published during 1904. The "Art-Literature Readers," published by Atkinson, Mentzer, and Grover, are included in this list as "Juveniles." The "Art-Literature Readers," are illustrated thruout with reproductions of famous paintings in two colors. It is worthy of note that these are the only regular school books that found a place in the list of the 1,000 best books for 1904.

As you approach any large city on train or boat, among the first things that attract the eye are the huge signs painted on the sides of buildings.

The L. C. Smith & Brothers Typewriter Co., call these the "Signs of the Times," and in a neat little booklet recently received we have spread before us a panorama of the eighteen signs painted on their huge factory in Syracuse N. Y. Here are three samples: "Business adopts writing in sight," "Judgment accepts writing in sight," "When precedent and progress clash we forsake precedent."

The signs are three by seven feet, and no doubt will attract much attention. The demand for the L. C. Smith & Bros.' typewriter, far exceeds the supply.

H. H. Ballard, Pittsfield, Mass., has a neat "Klip" on the market. It is especially handy for the school teacher in binding charts, reports, and papers.

The various State Teachers' Reading Circles have recently adopted the following books, published by Hinds, Noble & Eldredge. Seeley's "New School Management," Minnesota; Moore's "The Science of Study," Louisiana; Dewey's "Lessons on Morals," Iowa; Gordy's "New Psychology," Washington; "Going to College," West Virginia.

More than 20,000 of the George H. Bishop & Co.'s saws are in daily use in the Chicago, Cleveland, and Indianapolis public schools, Lewis institute, the University of Idaho, Montana college—and many other technical schools of the country.

William R. Jenkins has been revising "The Complete Pocket Guide to Europe" for 1905. It is now ready.

A novel prize competition has been arranged by the George N. Pierce Co., of Buffalo, N. Y. The prizes amount to \$1000 and are for designs and color schemes for automobiles.

Eberhard Faber, New York, has put a new line of artists' crayons on the market. They are in twelve colors and the lead used is carefully prepared from the finest pigments. They have been on the market for a month and the demand has been remarkable.

Their "desk companion" is meeting with great favor,



especially in the higher schools. It consists of six pencils, two pen holders, a metal box for holding one dozen pens, an eraser, and a jeweled end purse pencil. We show a cut of this companion.

Charles Scribner's Sons are publishing several new books on philosophy, religion, etc. Among them are, "The Life of Reason; or Phases of Human Progress," by George Santayana, assistant professor of philosophy at Harvard university; "The Greek Thinkers," a history of ancient philosophy, by Prof. Theodor Gomperz, of Vienna university; and "Logic, Deductive and Inductive," by John Grier Hibben, professor of logic in Princeton university.

More than thirty very valuable leaflets on American history are being published by Parker P. Simmons, New York. These leaflets are edited by Albert Bushnell Hart and Edward Channing, of Harvard university. They are designed to promote the scientific method of studying colonial and constitutional history from the original documents. Each leaflet contains a brief historical introduction and bibliography to aid further investigation by the student.

An Up-to-Date Gymnasium.

It seems odd to read nowadays Charles Dickens' "American Notes," written fifty years ago, and find the American young man described as a shallow, lackadaisical youth, who shuddered at all forms of physical exertion not connected with his business activity, and to whom the very idea of out-of-door sport was unknown. The thing seems a caricature. But contemporary American writers assure us that it is a truthful picture. Mr. James Ford Rhodes, in the opening chapters of his masterly "History of the United States from the Compromise of 1850," makes the situation even worse.

As for the young female population of these states, if one wants to obtain an idea of their habits, one should read a popular novel of that time. The principal accomplishment of the heroine is to be able to faint gracefully. She faints on the receipt of bad news and at good news; if she goes into a crowded place and if she is left alone, and the more she faints the more ardent admirers she attracts, and the prouder her parents are of her as a girl of sensibility.

How are the times changed! One occasionally shakes one's head over the shouting multitude of the football field, or the maiden who takes a high gate as fearlessly as the most experienced cross-country rider, and the outcry against the devil wagons now and then waxes ferocious, but even the worst excesses of the gridiron and the scorching track are better than a generation of thin chested young men, and "lily complexioned" damsels.

And the best thing about this prevalent delight in physical exercise and physical hardihood is that in the last decade it has filtered down from the college to the high and elementary schools, and is being handled by them with wisdom. It is unusual for a large building to be erected at the present day without its being provided with a spacious gymnasium. It ought to be regarded as a crime to omit such a vital necessity. These gymnasiums and the enthusiastic and intelligent use that is made of them forever kills the former fear that as we grow more cultured we would become less vigorous, and so some time yield to a less civilized race.

The change has given a new stimulus to the making of gymnastic apparatus. The modern gymnasium contains not only the furnishings and the instruments for exercises, but also anthropometric apparatus of all description. Gymnasium directors recognize that the use of such apparatus is essential in order that those who take advantage of the gymnasium may obtain from it the greatest benefits.

A Chinese Physics.

D. Appleton & Co. recently received the following letter: Science Department, Soochow university, Soochow, China.

Dear Sirs: After so long and numerous efforts, I have at last secured a copy of the Twentieth Century Physics in Chinese, which I send by book post by this mail.

With best wishes, I am,

Very sincerely,

N. GIST GEE.

The Chinese version of the "Elements of Physics," by C. Hanford Henderson, Ph. D., and John F. Woodhull, Ph. D., in the Appleton's Twentieth Century Text Books Series, accompanied the letter. The translation was made by Zai Hong Lai, and edited by the Rev. A. P. Parker, D. D. It is published in Shanghai by the Society for the Diffusion of Christian and general knowledge among the Chinese, and has been adopted in many Chinese schools and colleges. This book was selected for translation after a careful examination of many English and American physics.

The book is printed on thin Chinese paper, and all the cuts are cleverly reproduced. It is bound together with white silk thread, and has insets of green silk at the top and bottom. The cover is ordinary brown paper.

The Crayola Prize Contest.

Binney & Smith Co., of New York, recently closed their very successful "Crayola" Contest; \$525 in cash prizes were offered. There were two classes in the contest, "A," open to all boys and girls between fifteen and twenty years of age; "B," open to all boys and girls between eleven and fifteen

years of age. These classes were separated into divisions, and great variety in choice of subjects was given.

Drawings were submitted to the number of 2,500, from all over the country. The jury of awards consisted of the following gentlemen: Walter Sargent, State Supervisor of Drawing, Massachusetts; Frank Alvah Parsons, Professor of Pedagogy, Art and Design, New York Art school; Frank Forrest Frederick, Professor Art and Design, University of Illinois.

The judges were astounded at the excellence of the work done by the pupils in the various schools throughout the thirty-seven states that submitted drawings.

"Crayola" seems to have opened a new field in art. The manufacturers declare that it is the only crayon which artists consider a real substitute for oil, water-color, and pastels.

The Typewriter in Language Work.

The Remington Typewriter Company are paying a great deal of attention these days to their school department, with Mr. Archibald Cobb in charge.

It is only within recent years that the value of typewriting machines has been recognized in the schools. In the study of English, for instance, the typewriter is a great aid. Errors of every kind, often hardly discernible in writing, stand out boldly on the typewritten page, and thus force the pupil to greater care and accuracy.

In addition, it enforces coherence, mass, and unity, the essential principles of English composition. In the compact, legible work of the machine the eye catches at a glance from two to four times as much as in long hand, and thus the lessons of relation and proportion are powerfully emphasized.

The advantages conferred by the typewriter in language and composition work are attested by many of our foremost educators.

A Notable Anniversary.

Some twenty odd years ago a young man from the hills of Vermont, a graduate of Brown university, became an agent for D. Appleton & Co. He was fond of music, and as the Holt music books were then under way, it was decided that he should give his time largely to their introduction into New England schools. He was so successful that within two years he had acquired control of the series, and was ready to start in the publishing business for himself.

It was just twenty years ago that Mr. Edgar O. Silver engaged desk room or rather table room, a desk being too costly a luxury, in a little office on Franklin street, Boston. The entire equipment consisted of a five-foot table, a grip full of books and papers, and Mr. Silver.

For a few years the firm included Mr. Silver and a Mr. Rogers, of Boston. Then Mr. Frank W. Burdett joined hands with Mr. Silver and his brother Elmer, and since then Silver, Burdett & Company has been the firm name. A few months after the opening of the Boston office a New York branch was started, with Mr. Frank Beattys in charge. The New York establishment was even less imposing than the other, there being no room for a table, and the light coming from above, thru "glass bottles in the sidewalk." Mr. Beattys has been with the house from that day to this.

Last week Mr. Silver celebrated the twentieth anniversary of the founding of the house of which he stands at the head by giving a luncheon to the employees, and a few former employees. After an informal reception, guests to the number of about eighty took their places at the long tables arranged in double T shape in the green room of the Fourth Avenue Hotel, New York city. After the delicious lunch had been served, Mr. Silver gave some reminiscences of the early struggles of the house, insisting that its marvelous growth has been the result of persistence and honesty of business purpose and practice. To-day the house employs 159 assistants, and its labors reach every part of the English-speaking world.

The employees of the house presented Mr. Silver with a beautiful loving cup of silver, appropriate to the name of the recipient, the occasion, and the feelings of the donors. The motto across the back of the cup reads, *Haec olim meminisse juvabit*, words that all who were present at the luncheon of April 23 will echo in their hearts. After Mr. Silver had thanked his helpers for the beautiful present, Mr. Eugene Gallagher, who has been with the house well-nigh the whole time, asked Mr. Silver to present, in behalf of the employees, a diamond brooch to Miss Mary Rowe, who entered Mr. Silver's employ four months after he began and has been with him ever since. Mr. Silver said that in all the twenty years he had never known of a single instance when a confidence had been betrayed, or the interests of the house injured in the least respect, by any careless or unguarded word from Miss Rowe.

Dr. J. A. C. Chandler, manager of the editorial department, in behalf of the committee which had arranged the celebration, congratulated Mr. Silver on the years of successful growth. Mr. Frank Beattys made a very short speech, remarking that he did so in order that the young women present might get home in time to give a last touch to their Easter bonnets. The afternoon closed with the spirited singing, by all present, of several selections from "Songs of

the Nations," which is published by the house, and has met with almost phenomenal success.

Among those at the luncheon from outside the Silver, Burdett & Company "Family," were Miss I. K. MacDermott and Mr. Fielder, now with D. Appleton & Co., Mr. John Knox who is with D. C. Heath & Co., Mrs. Edgar O. Silver, her sister, Miss Dora Maine, and two of the Silver children, Louise and Edgar O., Jr.

Silver, Burdett & Co. is one of the largest publishing houses in the country. The excellence of its books is attested by their marked success in the practical work of the school-room, and the enormous number of them which have been adopted for use in city, county, and state systems in this and other countries.

Mainly Personal.

Mr. Fred Frick, of Waynesboro, Pa., has fully recovered his health and is planning to manufacture an improved line of program and secondary clocks. Mr. Frick was formerly connected with the Fred Frick Clock Company, so brings years of experience to his new business.

The J. L. Hammett Co., of Boston, have moved from 116 Summer street to 250 Devonshire street, just around the corner from their former location.

A list of 1000 of the best novels has been compiled by the free public library of Newark, N. J. More than fifteen per cent. of the books selected come from the publishing house of Houghton, Mifflin & Co.

At the annual meeting of the stockholders of the Joseph Dixon Crucible Company the old board, consisting of Edward F. C. Young, John A. Walker, Edward L. Young, William Murray, George T. Smith, Joseph D. Bedle, and George F. Long, was unanimously re-elected. The board of directors re-elected the former officers, namely, Edw. F. C. Young, president; John A. Walker, vice-president and treasurer; George E. Long, secretary. Judge Joseph D. Bedle was also re-elected as counsel.

The stockholders present expressed themselves as thoroughly satisfied with the management of the company by its officers.

Five concerns allied with the Book Lovers' and Tabard Inn Libraries were recently placed in the hands of a receiver.

Mr. Seymour Eaton, president of the various Tabard Inn Companies, declares that the Tabard Inn Corporation, the holding company, is not immediately affected.

In explaining the causes of their trouble, Mr. Eaton says that not only have they suffered because of the opposition of book publishers; but on account of the tremendous reaction which followed their three years of unparalleled success.

Stewart W. Eagleson, of Ginn & Company, recently visited New Orleans and several other Southern cities in the interest of the company.

The Frank Seaman Advertising Agency, of New York city, has moved to 41 W. 34th street. With the exception of the ground floor, the new offices occupy the entire building. The move has been made imperative by the broadening and constantly increasing demands of the business.

The Scarborough Company, of Boston, who are proving themselves so progressive in supplying geographical equipments for schools, have secured the services of Mr. H. E. Bolton to represent them in New York and New Jersey. Mr. Bolton has been for the past eight years a successful principal of one of the grammar schools of Paterson, N. J. He is a graduate of the Genesee normal school, also of the School of Pedagogy of New York university, and is especially well fitted for the work he has undertaken.

F. C. Perkins, Chicago Manager for Longmans, Green & Co., has been making a tour among the school people of Ohio.

The Smith Premier Typewriting Company have placed Mr. McNeece, formerly with the Bankers and Merchants School of New York, in charge of their school department. Mr. McNeece is prepared to give short talks before evening and day schools. At such times he is accompanied by two experts who give exhibitions of rapid typewriting and demonstration. Two machines are used, one a billing machine, the other a regular correspondence machine. Miss Reichardt, one of the experts, writes 160 words a minute, at the same time talking and demonstrating the machine.

The company have opened a new office in Brooklyn, at 65 Court street. F. W. Johnson, a former member of the New York stock exchange, is manager.

Former Lieutenant-Governor Timothy L. Woodruff, president of the company, was married to Miss Isabel Morrison, on the afternoon of April 21, at the bride's home, The "Dorilton," 171 West 75th street. Miss Morrison is a daughter of Mrs. J. Estevan Morrison.

The Schermerhorn Teachers' agency is celebrating its fiftieth anniversary, having started in 1855. Its motto is,

"The right teacher for the right place." John C. Rockwell, 3 East 14th street, New York, is the proprietor.

William R. Jenkins, Educational Publisher, 851 and 853 Sixth ave., New York city, has installed an entire new electric power plant in his press-room. All books are printed and bound on the premises.

Messrs. Atkinson, Mentzer & Grover have moved their New England office from 220 Devonshire street, Boston, to the Walker building, 120 Boylston street.

The Ladies' Home Journal has invited Miss Wilhelmina Seegmiller to contribute a full-page article describing the industrial material handled by Atkinson, Mentzer & Grover, Chicago and Boston. Miss Seegmiller is director of art instruction in the Indianapolis, Ind., public schools.

The American School Furniture Company are making extensive alterations in their large offices in the Cluett building, 22 West 19 st., New York.

The school and college text-books formerly published by the Columbia Book Company, are now published by Hinds, Noble & Eldredge, New York.

Queen & Company have long been favorably known to the educational world as one of the leading American houses engaged in the manufacture of all manner of scientific instruments. There is probably not a university laboratory in the country which has not some of its materials on its shelves, and the perfection of their construction is never found wanting.

Bids for School Books.

H. C. Littlefield, secretary of the school board of Wenatchee, Wash., has issued a call for bids for furnishing books to the Wenatchee school district, No. 46 of Chelan county. The books to be supplied are for use in the schools of the district for not less than three nor more than five years from Sept. 1, 1905.

The bids must state exchange wholesale and retail prices. They must also give the place at which depositories will be maintained within the state.

The sealed bids should be directed to the Clerk of School District No. 46, Wenatchee, Chelan Co., Wash., up to 9 o'clock A. M. on or before Monday, May 29, 1906.

Proposals for Supplying School Books.

A. Burnham, clerk of the city board of Vancouver, Washington, will receive sealed proposals for supplying school district, No. 6, of Clarke county, Washington, with text-books which shall cover such branches and studies as are required to be taught in such schools by the state course of study issued by the state superintendent of public instruction, and as are required to be taught by the laws of the state of Washington. The proposals must state an exchange, a wholesale and retail price at which the books will be furnished to the districts, as well as to all dealers agreeing to maintain the scheduled retail price.

The notice further states that a number of each of the text-books adopted must be on hand at some supply depot within the state of Washington or at Portland, Oregon, sufficient to fill any order that may be given by any dealer or by the school district board, said books to be delivered at Vancouver within twenty (20) days after the receipt of the order; Provided, that a deduction of 2 per cent. shall be made from the wholesale and retail prices of any book for each day's delay more than above specified; Provided, further, that no claims for deduction shall be made earlier than September 10, 1905.

Written contracts with the district text-book commission, secured by approved bonds, will be required of any publisher or publishers for the supply of any and all text-books adopted in pursuance of this call for bids.

The commission reserves the right to reject any or all proposals.

The envelopes containing proposals must be endorsed, "Proposals for supplying text-books" and received up to the hour of 1 o'clock, p. m., Saturday, May 20, 1905, addressed to "District Text-book Commission, Vancouver, Wash."

The above notice is designed to cover the following subjects: Reading, writing, arithmetic, spelling, physiology, language, grammar, geography, history, physics, and civics for schools of the "second class," and for the high school, 1. English, composition, rhetoric, literature, classics; 2. Algebra, geometry (plane and solid), trigonometry; 3. Physical geography, physiology, botany, physics; 4. American history, English history, ancient history, medieval history, civics; 5. Latin (a four years' course); 6. German (a three years' course).

The membership of the "Text-book Commission" as given by Mr. Burnham is as follows: Messrs. M. Prichard, county supt.; C. W. Shumway, city supt.; P. Hough, prin. high school; A. Burnham, county auditor; M. R. Smith, druggist; Mrs. Ada Brewster, primary teacher.

The Modest Bookman.

By W. B. DEANE.

A tale is this of a Bookman,
A modest (?) one is he,
Yet once he was a sight, I've heard,
Worth going miles to see.

'Twas at a Teachers' Institute,
Not very far away,
He first appeared in his new suit
Of very lightest gray.

His collar was of such a height,
To wear it was a feat;
His tie was of as bright a hue
As the proverbial beet.

A stick pin of a strange design
Adorned that tie so red;
One quite so large had ne'er been seen,
So everybody said.

And on that coat of latest cut,
Reposed a gorgeous flower;
So thus attired, he sauntered in;—
Well chosen was the hour.

The op'ning hymn had just been sung,
When down the middle aisle
He strolled, as if a walking "ad"
Of just the proper style.

Way to the front, then to the side,
He took the foremost seat;
He sat just where he best would be
For wondering eyes a treat.

A hundred necks were twisted then,
And e'en the speaker too
Turned way around, he also wished
To get a perfect view.

"How very ill advised," remarked
The older women there;
"How lovely," and "How grand," exclaimed
The younger ones so fair.

But down on him were all the men:
"What nerve he has," said they,
"To come into this hall so late,
And with so much display."

As for "the boys", 'twas hard the time
With patience to abide;
Their souls had but one single thought—
"To lay" for him outside.

"They laid" for him—he walked, he ran,
But them he could not lose;
They "jollied" everything he wore,
From hat way down to shoes.

At institutes this modest (?) man
Will oft appear, I ween;—
At none of them in such attire
Will he again be seen.

Catalog of Foreign Books.

One of the most attractive book catalogs that has come to the office of THE SCHOOL JOURNAL for some time was recently received from William R. Jenkins, publisher of foreign text-books. It is neatly finished on good paper, has a very fetching cover of gray paper, trimmed in red with white lettering, and is of a convenient size for handling.

Mr. Jenkins is probably the largest publisher of French books in this country. He prides himself on his ability to handle orders quickly. Particular attention is paid to importation orders, and such books can be had from France in about four weeks.

Any one at all interested in French text-books, or any foreign books for that matter, would do well to send for this new and most complete catalog. Address, William R. Jenkins, 851 Sixth avenue, New York.

Catalogs Received.

All catalogs received will be acknowledged in this column. Please send your most recent announcements.

School Equipment and Supply Houses.

The Scarborough Co., artistic maps, Boston, Mass.
Mack & Co., tools for industrial schools, Rochester, N. Y.
Joseph Dixon Crucible Co., Jersey City, N. J.
Charles M. Higgins & Co., inks, Brooklyn, N. Y.
H. H. Ballard, clips, Pittsfield, Mass.
Schermerhorn Teachers Agency, New York.
Smith Premier Typewriter Co., New York.
Eberhard Faber, New York.
Binney & Smith, New York.
Remington Typewriter Co., New York.
The Simmons Agency, Chicago, Ill.
R. Bartsch, Chicago, Ill.
Howells' Microcosm, relief maps, Washington, D. C.
Bell Typewriter Co., New York.

Text-Book Publishers.

American Book Co., New York.
Spon & Chamberlain, New York.
Ginn & Co., Boston.
B. F. Johnson Publishing Co., Richmond, Va.
D. C. Heath & Co., Boston.
Newson & Co., New York.
George W. Ogilvie, Chicago.
William R. Jenkins, New York.
University of Chicago Press, Chicago, Ill.
D. Appleton & Co., New York.
Hinds, Noble & Eldredge, New York.
Oliver Ditson & Co., Boston, Mass.

Literary Bulletins.

A. S. Barnes & Co., New York.
Charles Scribner's Sons, New York.
Houghton, Mifflin & Co., Boston.
Harper & Bros., New York.
G. P. Putnam's Sons, New York.
Little, Brown & Co., Boston, Mass.
A. C. McClurg & Co., Chicago.
Dodd, Mead & Co., New York.
Fox, Duffield & Co., New York.
D. Van Nostrand Company, New York.
Henry Holt & Co., New York.
Lothrop, Lee & Shepard, Boston, Mass.
McClure, Phillips & Co., New York.
American Civic Association, Chicago, Ill.
The Bobbs-Merrill Company, Indianapolis, Ind.
The Macmillan Company, New York.
The Century Company, New York.
George W. Jacobs & Co., Philadelphia, Pa.

Educational Institutions.

Regents Bulletin, New York State university.
Columbia university, New York.
Western Reserve university, Cleveland, Ohio.
Carnegie Institution of Washington, D. C.
Kent College of Law, Chicago, Ill.
Armour institute, Chicago, Ill.
"Kraus" Seminary for Kindergarten teachers, New York.
Kindergarten Training school, Grand Rapids, Mich.
Bradley Polytechnic institute, Peoria, Ill.
Emerson College of Oratory, Boston.

A new catalog of text-books for elementary schools, from the American Book Company, has been received. One of its noticeable features is the alphabetical arrangement by authors under various subjects.

Mack & Co., 18 Brown's Race, Rochester, N. Y., have sent us their catalog of "D. R. Barton" tools. These tools are meeting with much favor in industrial schools.

A neat catalog of foreign text-books has recently been received from D. C. Heath & Co. It contains books for German, French, Spanish, and Italian students. The establishment of this series has met with great success from the beginning, and has stimulated the company to its best efforts to keep the books abreast of the latest progress in scholarship and the best results of experience in teaching, so that teachers may refer to its lists with perfect confidence.

Le Livre Francais is a very practical book to aid those who would speak and read the French language. There are most excellent features in it; the vocabularies are restricted to words of common occurrence; the pronunciation part is exceedingly clear and helpful; the fables, anecdotes, etc., will be helpful to those who have some literary taste. Altogether the volume can be of great use. The conversations are far superior to those generally offered—they pertain to matters of which people really converse. One who compares this with the old Ollendorf books wonders why such a common sense method was not hit upon by the authors of that series. (Henry Holt & Co.)

Notes of New Books.

Nature Study, a pupil's text-book, by Frank Overton, A. M., M. D., assisted by Mary E. Hill.—This little book treats of the commonest objects, in which the pupil is sure to have an interest, such as the house fly, mosquito, butterflies and moths, dandelions, golden-rod, spider web, burdock, bird's nest, cocoons, ice, frost, earthworm, and many other things. He is directed to observe, to draw, and to write compositions; to look up special information, as the harm a fly does, the life of a fly, etc. This will sharpen his faculties, and show him how little he knows about the commonest objects. The method is a sound one—to get the pupils to observe and think and then to draw and write. By it the correlation of nature study and language in this work is inevitable. Dr. Overton has had wonderful success in interesting the children of his native town in nature, and this book will help to spread his influence among a wider circle. The illustrations are reproductions of a large number of natural objects. (American Book Company, New York.)

It is not hard for a botany lover to work up enthusiasm over such an exquisite little book as *My Own Book of Three Flowers Which Blossom in April*, by Anna Botsford Comstock, lecturer on nature study in Cornell university. With her it is evident nature study is a passion. It is revealed in this book as clear as anything can be in the bright descriptions of these spring flowers and the charming reproductions of photographs of flowers taken when they showed their most entrancing beauty. Questions are asked for the pupil to answer and blank pages are left for drawings of the flowers and designs founded on them. The trillium, the spring beauty, or the hepatica studied in this way will on each recurring spring become a source of never failing pleasure. (American Book Company, New York.)

No one will contend that extremely simple writing may not also be very beautiful after examining the six books in the *Rational Writing Series*. These books exemplify medium slant writing, a variety that seems to many people to be the only rational kind. The script is round, minus all unnecessary strokes, and yet possessing many beautiful curves that make the mastery of it a pleasure. The first two books are illustrated and the copies are of large size suitable to the needs of younger children. In subsequent numbers the writing is gradually reduced, leaving that in the last two of the standard size. The copies embody facts in geography,

natural history, and science, besides letters, business forms, bookkeeping, etc. These books no doubt will be popular wherever they are used. (American Book Company, New York.)

One of the volumes of the Gateway Series of English Texts, whose general editor is Dr. Henry Van Dyke, is *The Rime of the Ancient Mariner*, by Samuel Taylor Coleridge, edited by George Edward Woodberry, professor of comparative literature, Columbia university. The introduction gives a biography of Coleridge, a very helpful explanation of the poem, the history of the poem, etc. The appendix has two delightful essays Hazlett's "My First Acquaintance with Poets," and Lamb's "Christ's Hospital Five and thirty Years Ago." (American Book Company.)

OTHER WORKS OF THE GATEWAY SERIES OF ENGLISH TEXTS.

Scott's Lady of The Lake. Edited by Raymond M. Alden Ph. D., Assistant Professor of English Literature and Rhetoric, Leland Stanford Junior university. Cloth, 16mo., 250 pages. With portrait of Scott. Price, 40 cents.

Tennyson's The Princess. Edited by Katharine L. Bates M. A., Professor of English Literature in Wellesley college. Cloth, 15mo., 249 pages. With portrait of Tennyson. Price, 40 cents.

Scott's Ivanhoe. Edited by Francis H. Stoddard, Ph. D., Professor of the English Language and Literature in New York university. Cloth, 16mo., 551 pages. With portrait of Scott. Price, 50 cents.

These are the most recent additions to the attractive "Gateway Series of English Texts," which is under the general editorship of Dr. Henry van Dyke. The texts are presented in a form which makes them clear, interesting, and helpful to those who are beginning the study of literature. A short life of each author is given, an introduction tells what the book is about, how it was written, where the author got the idea, and what it means. Notes at the foot of the page give the sense of hard words; and other notes, at the end of the book, explain difficulties and allusions and fine points. Simplicity, thoroughness, shortness, clearness, and the highest mechanical excellence mark these volumes, which treat their subjects as works of literature to be read and enjoyed, not to be merely parsed and scanned and pulled to pieces. (The American Book Co.)

An Introduction to Analytic Geometry is the title of a neat volume of over 200 pages drawn from another book by the same authors—P. F. Smith and A. S. Gale of Yale university. It is a drill book for beginners presenting the fundamentals of the subject conformable to modern ideas. It begins with the equation and states the ground gained in theorems. It

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The Dramatic First Reader by Ellen M. Cyr, author of the Cyr readers, is a decided departure from the usual reading book. It aims to satisfy the demand for more scope of action and expression in the first reading lessons. The matter is full of life and will stimulate and delight the imagination of the child. The subjects of the lessons are those usually selected by the children themselves in their every-day play. The expressions spring naturally to their lips when they imagine themselves talking the parts represented. Numerous attractive illustrations are contributed by Miss Edith B. Brand. (Ginn & Company, Boston. Price, thirty-five cents.)

Short Stories from American History, by Albert F. Blaisdell and Francis K. Ball.—All teachers know that history is best taught to young children by means of personal narratives, such as are presented in this and its companion volumes. This volume is intended as a supplementary reader for fourth and fifth grades. It contains eighteen vivid narratives of dramatic events that took place during the first two hundred years in the history of the country. Each story is replete with personal incidents and anecdotes which will attract the young reader because of their human interest, and because of the picturesque life of our forefathers. The book is well illustrated and has at the end lists of questions on the chapters for review. (Ginn & Company, Boston. Price, 40 cents.)

Language Lessons, to accompany the first book for non-English-speaking people, by W. L. Harrington, A. B., and Catharine J. Cunningham.—The method described in this little book has been the growth of fourteen years of work and co-operation. So many teachers sought the aid of the authors that they decided to write a description of their work in the school-room for the benefit of all those who should see fit to avail themselves of it. The method is one that entails considerable labor, but it is the only one that can hold the interest, develop the idea, and successfully teach English to non-English speaking people. (D. C. Heath & Company, Boston.)

Aprilwetter, by Hans Arnold, edited with notes and vocabulary by Prof. Laurence Fossler, of the University of Nebraska.—The real name of the author whose pen name is Hans Arnold is Frau Babette von Bulow. She was born in Silesia in 1850. After marrying an army officer she lived successively at Berlin Breslau, Metz, Strassburg, Hanover,

and other places. She finds time amid her duties as a wife and mother to cultivate her taste for writing. These sketches offer a pleasing variety of impressions and experiences gained in her ever shifting home. The three selected for this volume were chosen for their genuine sparkling humor, for their good natured pictures of human foibles, and their spontaneous and unaffected language. (D. C. Heath & Co., Boston.)

Arithmetic—Book Three is the last published by Prof. Young of the University of Chicago and Prof. Jackson of the Brockport State Normal school. It proposes as its dominating thought to have the child to think; supposing the child to have learned the essential processes they propose problems that shall demand thought. The problems are carefully planned to cause inquiry and research (if we may use this term), certainly search; a racking of the brain to attain a solution.

The excellence of the book lies in the problems proposed; they are not of the cut-and-dried sort; for example (p. 5), eight statements are made about the shipping and sale of milk, size of cans, retail price, &c., and then questions are given founded on these statements. "What is the retail value of a wagon load of sixteen crates of quart bottles?"

This is but one example of the ingenuity and originality employed by the authors in constructing the book. The plan is followed from this point to the very end of the book. It is plain that it has cost much thought and labor. The effort has been to construct a book that will demand thought at every step; the pedagogic skill required is to require thought within the power of the pupils.

Turning over a few pages some graphical problems are given. "Wrap paper around cylinders of various sizes and find how much greater the circumference is than the diameter;" (3, 14) with this ascertained problems are given, (p. 8). Exponents and persons are explained on page 17. Much ingenuity is employed in revising problems—we can only refer to them in a partial manner. The same process is employed (as in obtaining the circumference) to determine the area of the curved surface of a cylinder and problems are given; usually this is left to an appendix; so with the volume of the cylinder.

The employment of letters is begun on page 106, and carried forward in an easy manner, but algebra is not the object; they are used to cause the pupil to deal with the abstract. On page 119 the map of Africa is introduced to require figuring on the Cape to Cairo R. R. Here is a farther example of what has been referred to—providing original

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Elementary Algebra

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The treatment of elementary algebra here is simple and practical, without the sacrifice of scientific accuracy and thoroughness. Particular care has been bestowed upon those chapters which in the customary courses offer the greatest difficulties to the beginner, especially Problems and Factoring. The introduction into **Problem Work** is very much simpler and more natural than the methods given heretofore. In **Factoring**, instead of the usual multiplicity of cases, comparatively few methods are given, but these few are treated so thoroughly, and are illustrated by so many varied examples, that the student will be much better prepared for further work, than by the superficial study of a great many cases. The **Exercises** are very numerous and well graded, especial care being taken to provide a sufficient number of easy examples of each kind to enable the weakest students of the class to do some work. To meet the requirements of the *College Entrance Examination Board*, proportions and graphical methods are introduced into the first year's course, but the work in the latter subject has been so arranged that teachers who wish a shorter course may omit it.

At this season, when the important question of the selection of text-books for the next school year is receiving attention from school officials and teachers, it is believed that the publications named here deserve careful consideration.

There are no better text-books to be found; the merit of those for Graded Schools has been amply demonstrated in actual use in the schools of the country. Comparison with other books of the kind is invited. The publishers will be glad to give at any time information concerning their books, and correspondence relating to them will have prompt and careful attention.

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and interesting problems; this, field the authors have been most industrious in and have distanced most others.

On the 184th page algebra is really introduced; the pupil has been prepared for algebraic problems; this is followed by problems in measurement. Square root is explained, but not cubic root. Altogether in the 250 pages employed there is furnished an amount of materials, skilfully adapted for training the pupil to think with numbers that prove the possession of rare pedagogic skill in the author. The preparation of the problems given must have so much time and thought that we can rightly suppose him to have attempted their task with a conscience; he aimed at constructing something that should be of the right sort for a boy to grapple with. He discarded evidently at the outset the scissors and paste pot and made the mental growth of the pupil the first consideration and not the making of a book. The series is well completed by this volume; it is one worthy of the pedagogic world which will employ it. (D. Appleton & Co.)

Elementary English Composition, for high schools and academies, by Frederick Henry Sykes, A. M., Ph. D., Teachers college, Columbia university.—There is no more important study in the whole course than that of language; the pupil's progress in all other things depends largely on his proficiency in this line, and yet here is where marked failure is most often noticed. In this text-book a plan is developed that merits attention. It is to develop self-expression from the beginning. The pupil is led to turn to account his powers of observation and reflection and imagination, and employ the material offered by his home life, his home scenes and experiences, the daily panorama of nature, the daily spectacle of human life on farm, in village, and in city. Composition must be a subject giving culture as well as discipline, and therefore the pupil's mind must come in contact with rich and varied subject matter. To supply this, there are presented fables, stories, Bible stories, classical myths, historical stories, biographies, descriptions of animals, plants, buildings, or landscapes, and much other matter of a varied nature. By the use of this material the pupil is introduced to the various kinds of composition, as narration, description, exposition, argument and versification. Each lesson begins with a poetical selection to memorize, then comes the theme—story or description; next oral composition—exercises in composition; principles are then presented, with exercises, and lastly comes a composition. The interest of the material to the pupil, the logical mode of presentation, and the careful gradation of the lessons combine to make this book

one whose use will be a pleasure to both teacher and pupil. (Charles Scribner's Sons, New York.)

Suggestions in Hand Work by Wilhelmina Seegmiller, director in art instruction in Indianapolis public schools.—In this book the author tells how to do paper weaving and tile matting and gives suggestions in regard to the study of typography. These occupations are intended to develop the three royal H's, the Head, the Heart, and Hand. They have had a charm for a few children and are sent forth with the hope that some of the suggestions may add to the happiness of other children. The book is beautifully printed and illustrated. (Atkinson, Mentzer & Grover, Chicago and Boston.)

The Stenographic Word List, by Sarah F. Buckalew and Margaret W. Lewis.—The lessons in this useful little book are based on the Isaac Pitman system of phonic shorthand. The list includes the choicest and most frequently used monosyllables in the English language. Dr. William Hope furnished the shorthand characters. The experienced writer knows the value of an intimate acquaintance with the small words. They are the ones that trouble the learner the most when reading his notes. A mastery of this book will carry one a long way toward the mastery of the system. (Isaac Pitman & Sons, New York. Price, sixty cents.)

The World's Commercial Products, with equivalents in French, German, and Spanish, by J. A. Slater.—A descriptive account is given in this book of the chief commercial products and manufactures of the world, with statistical information and the names of the countries or districts from which they are obtained. The book will be of value in commercial schools and business colleges, as information may be obtained here that will not easily be found elsewhere. The articles are arranged in alphabetical order, and after each name of a product the French, German, and Spanish equivalents are given: (Isaac Pitman & Sons, New York. Price, 85 cents, postpaid.)

The Art and Life Primer, by Nellie C. Jacobs, is one of those books for the use of children in school of which one can speak with enthusiasm. Its beauty and utility in leading the pupils to an appreciation of art, and at the same time in advancing them in a knowledge of English cannot be gainsaid. The pictures are such as appeal to every child; many of them are copies of famous paintings. The subjects are dear to the child-heart. Each lesson may be preceded by a conversation about the picture, during which information in

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- ☐ It contains a carefully selected bibliography of the whole subject, designed to aid teachers in the selection of supplementary books for school libraries.
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regard to the life and work of the artist may be given. The main purpose of the primer is to teach the child to read from a book, during his first weeks in school; to teach him to read fluently, understandingly, independently, and with expression, before he ventures upon the difficulties of a first reader. The sentences are short, and the vocabulary is limited to 190 words. (A. Flanagan Company, Chicago.)

The High School Glee and Chorus Book contains one hundred very choice pieces of music designed for the upper grades in Grammar schools and all the grades in high schools. It is made up of choice selections from old and new materials; the author, Samuel C. Hanson is well known to the educational public having done acceptable musical services for many years. He is most favorably known in Indiana and the West generally. The music is well selected; some of it is of an advanced character, but there is enough for the boys and girls of the grammar schools. We heartily commend such a public action. (A. Flanagan Company. Price, 50 cents.)

It is the ring of truth in *My Mamie Rose* that has won for it its great popularity, and brought to its author, Owen Kildare, thousands of letters of encouragement and sympathy from all parts of the country. Altho Mr. Kildare disclaims the possession of literary style, the vigor and simplicity of his language is suited to the theme, and is just what a literary workman of longer experience would have artfully chosen.

The laying bare of a human soul has always possessed a fascination for the rest of the world who are bidden to inspect it. That is why this book has been as avidly read, as tho it were the narrative of knightly deeds and thrilling adventures by "flood and field," when 'tis but the plain, unvarnished recital of a sordid, vicious life transformed into usefulness and cleanliness by a woman's love and self-sacrifice. It lacks the morbidness and egotism that usually characterize such autobiographies, and while it describes much that is evil, it is healthy, for it does not palliate wrong-doing, and shows that with a helping hand one may emerge from the deepest slough of sin. (Baker & Taylor Co., New York. Price, \$1.00.)

The main object of *Essentials of Orthography and Orthography*, by E. J. Hoenshel, A. M., is to discuss the principles of orthography in such a manner as to aid teachers in getting better results from their spelling classes. It also gives in a concise form the information necessary for passing an examination. One thing will strike the critical reader and

that is the care with which the book is prepared. The information is accurate and given in small space. (Crane & Company, Topeka, Kan. Price, fifteen cents.)

The ease and comparative cheapness with which one may travel nowadays have placed a tour in Europe within the reach of people of moderate means. Such a trip is particularly beneficial to the teachers. The broadening of the mind and the wealth of information, not to say anything about the personal satisfaction, obtained from such a journey are sufficient compensation, but it would not be surprising for the bright teacher to make it pay for itself in increased salary. But there is one thing that deters many, and that is the lack of knowledge of foreign ways. For such the *European Primer for the Penniless*, a book for women by Lucy Wilder Morris of Minneapolis, cannot be too highly appreciated. It tells just what one wants to know about preparation, clothing, tickets, money, steamer, landing, European tickets, travel, carriages, and trams, and other practical matters. One who intends going abroad can scarcely afford to be without this little book.

Now is a good time to begin taking Hood's Sarsaparilla, the medicine that cleanses the blood and clears the complexion.

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The Educational Outlook.

The school teachers of Attleboro, Mass., must hereafter agree to the following conditions on accepting positions: Not to leave the position within four weeks before the beginning of the fall term; not to leave the position during the year except at the end of a term, and then only after having given a notice of at least four weeks; not to leave the position until they have served one year.

Tennessee is having more than her share of school conflagrations. On April 18, the college dormitories of the Jessie Mai Aydelott college at Tullahoma were completely destroyed by fire. Two days later the main building of Vanderbilt university at Nashville was an almost total loss from the same cause.

Some good citizens of Worcester, Mass., are very much annoyed because the Rev. J. H. Humphrey has secured a site, in their midst, for a negro college. The college is to be modeled after Livingston college at Salisbury, N. C.

The Chelan (Wash.) County Teachers' association held a very enthusiastic meeting at Wenatchee on April 29.

The West Tennessee Educational association held its annual meeting at Trenton, Tenn., on April 21.

Among the prominent educators present were: Dr. A. E. Booth of Huntington, State Supt. S. A. Mynders of Nashville, Dr. P. T. Hale of the S. W. B. university, Profs. J. L. Brooks and G. R. McGee of the Jackson high school, Jackson; Prof. J. E. Baber of the Martin college; Martin; C. P. Jester, principal of the Humboldt high school, Humboldt, and Miss Maude Moore of Memphis.

Supt. O. J. Kern, Winnebago county, Ill. is one of the speakers in the educa-

tional campaign now being conducted in West Virginia.

Mrs. Clarence H. Mackay has announced her candidacy for membership on the public school board of Roslyn, L. I.

Cornell university is to have new buildings for the college of agriculture. The cost is estimated at \$177,700. The buildings are to be completed by May, 1906.

On April 25 Dr. Brown Ayres was installed as president of the university of Tennessee. Dr. Ayres goes to the university from Tulane university, at New Orleans.

The program for the ninth annual conference of the Parents' National Union of London, Eng., has been received.

The conference meets in May, from the 16th, to the 19th, at the Portman Rooms, Baker street, W. London.

The following are among the subjects to be discussed: "Home and School," "Fatigue and Rest in Public Schools," "Moral Training at School," "P. N. E. U. Philosophy as it Strikes an American Teacher," "The Educational Value of Sagas and Fairy Tales," "The Education of Citizens."

These subjects will give an idea of what the parents are doing in England in the way of showing their interest in the education of their children, a quotation which appears on the program is worth repeating. "A Child's Rights: a disciplined body, a nourished mind, an educated conscience, a trained will, and a quickened soul."

Obituary.

Prof. Albert Love Plummer, aged 57, died at Junction City, Ark., on April 12. Professor Plummer was a graduate of Dartmouth college. After graduation

he became professor of Greek in the old Nashville Military institute. Since that time he has been connected with various educational institutions in Tennessee, North Carolina, Texas, and Arkansas. He was devoted to his profession, and the educational interests of the South will miss his enthusiasm and helpful service. He was buried in Terrell, Texas, the former home of his wife.

For over thirty-three years Miss Isabella A. Scates, who died recently was a teacher and principal in the Haverhill, Mass., schools.

Her life has had a sweet and lasting influence upon her pupils and associates in educational work. She, like all conscientious teachers, gave the best of herself during these long years of service. Her loss will be keenly felt by all who knew her. During the hour of the funeral the flags on the school buildings thruout the city were placed at half-mast.

Austin H. Kenerson, a member of the firm of Ginn & Company, died suddenly at his home in Boston from angina pectoris, on April 10.

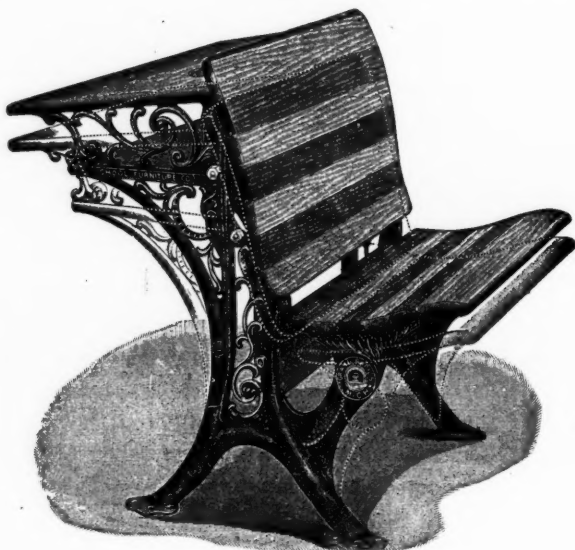
Mr. Kenerson was born at Peacham, Vt., in 1855. After his graduation from Dartmouth college in 1876, he spent a few years in teaching. In 1893 he entered the employ of Ginn & Company, becoming a member of the firm in 1900. On joining the firm he took charge of the agency department of all the New England states except Connecticut, and of the common school agency work in the Southern states of Georgia, Florida, Alabama, Mississippi, Louisiana, and Texas.

Everyone who knew Mr. Kenerson recognized him as a man of exceptional force and ability. His intimate friends will miss the rare charm and loveliness of his character.

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At the public hearing on the pension bill before the mayor on April 27, there was no opposition to the measure. In all probability the governor will sign the bill when it comes to him.

A monster protest, signed by 4000 Brooklyn teachers, against a shorter school day was sent to President Tift of the board of education, on May 1. A letter accompanied the petition saying the vote of the Male Teachers' association in favor of a shorter day was not an expression of the majority.

Governor Higgins has signed the bill exempting from levy or sale all money drawn from the teachers' retirement fund.

The New York school exhibit, now situated at the Museum of Natural History, will continue in the same quarters until August. Miss Christine M. Scovel is in charge.

The board of delegates of the New York Teachers' association has withdrawn its objection to the teachers' pension bill. This was done in view of the amendments to the bill and in the interest of harmony.

At the same meeting when the above action was taken, all the present board of officers, whose terms expire this year, were renominated.—They are: President, Magnus Gross; vice-president, Josephine Rogers; treasurer, Sarah Buckelew; librarian, James J. Sheppard, and financial secretary, Margaret Regan. Trustees—Annie Boyne, K. D. Blake, Cecil Kidd, John Nicholson, and William Ettinger. In addition to these directors the following were nominated: E. A. Daniels, Emma McCabe, and Louise Russell. Misses McCann, Parle, and Cregan and Messrs. Reilly and Kilpatrick were appointed inspectors of the election, which will be held in a few weeks.

The membership of the association has reached 2,994.

Hereafter only one month will be allowed for candidates for licenses to appeal from the ratings granted as a result of the examinations. This limit will expire one month from the date of receiving notice of the rating obtained.

Underfed Children.

The special committee, appointed to investigate a statement that 70,000 children go to school, each morning without breakfast, has made its report. The committee says that the statement is not supported by facts, that the number of children needing food is comparatively small.

The report also states that the underfeeding is due to lack of proper preparation of the food. This phase of the matter was referred to the health commissioner.

Teachers' Association Concert.

The New York Teachers' association will give a concert in Madison Square Garden on Wednesday evening, May 17. The program will be given by the Teachers' Choral Society and the Sylvia Choral Society, both under the direction of Louis L. Lambert. Tickets are now open to general sale. Scale of prices: Gallery seats, 50 cents; orchestra chairs, 75 cents; box chair, \$1. Each box accommodates six persons. Checks should be made payable to the New York City Teachers' association.

First Intermediate School.

New York has opened its first intermediate school. It is made up of classes in the last two years of the present elementary course.

Prin. John F. Waters, of P. S. 89, is to be the principal. John F. Reigart has succeeded Principal Waters in P. S. 89.

The school is to be held in the new building on 128th street west of Madison avenue, and will be an experiment in the conduct of intermediate schools.

Modifying the Course of Study.

The Association of Women Principals of New York city has been examining the course of study in the city schools with a view to making certain recommendations.

In its review of the report the *Globe* says: "Among the suggestions made are that in the fourth year the simpler poems of Longfellow and Whittier be studied; in the fifth year Longfellow, Whittier, Burroughs, and Hawthorne; in the sixth year Lowell, Bryant, and Holmes; in the seventh, Irving, Bryant, Tennyson, and a critical study of Longfellow, and in the eighth year, Hawthorne, Emerson, Shakespeare, Scott, and Wordsworth.

The principals would omit Washington's Farewell Address," "Thanatopsis," "Woolsey's Speech," and the "Commemoration Ode," as a whole, retaining selection VI. (Lincoln). They would add to the 8B, "Kenilworth," selections from "Emerson's Essays," as the grade is deficient in prose literature, "Snowstorm"; Rhodora (according to season). As the latter half of the seventh year is deficient in prose narrative, they would transfer to that grade "Great Stone Face," and "What is So Rare as a Day in June?" to the 8A. More time is needed for critical reading. If electives are eliminated more time can be given to English in its various branches.

Thru the 5A, the course in mathematics

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ics is satisfactory, but in the next three grades it is "crowded and difficult," and the work should be rearranged to cover the 5B to 7B. This can be done by omitting from the seventh year all algebra and adding to the 8B "simple algebraic statements and equations of one unknown quantity."

In the syllabus in the 2A "pound" and "dozen" should be added to measurements and comparisons, while in the 2B "sign of multiplication should precede multiplier" should be omitted; in the 4B in denominate numbers "two operations" should be changed to "two successive units"; in the 6B, in interest, there should be added "on \$ only 'and' notes discounted at date only 'and' no interest bearing notes." In geometry, in the 7A, problems 57 to 60 should be omitted; and in the 7B, the work should commence at 57 and omit 64, 69, 70, 71, and 72.

All grades, in nature study and science, "have too much detail and minute classification, but the course is satisfactory" in breadth of subject matter and liberty of choice, and the statement of aim as the development of sympathy and observation. In the first five years of the course sixty minutes a day is sufficient for nature study. The remaining time to be assigned to arithmetic and English."

To simplify the course the principals would omit from the 4A grade "elementary study of metals and minerals" except in correlation with home geography and transfer, if retained at all, to the sixth year. In the fourth and fifth years simple biology should be taken up, plants and animals being studied side by side. In the 4B flowerless plants should be omitted, as they are too difficult for grades without knowledge of classification of flowers. In the 3B they would omit the distinguishing characteristics of gold, silver, copper, etc., and the 4A omit the

study of metals and minerals, except with home geography.

Taking up elementary science, the report finds that the course from the 7A thru 8B is satisfactory in the following particulars: "It develops thought and power of expression; experiments awaken interest with results in investigation of daily phenomena; it gives an insight into the construction of machinery employed in manufacturing and transportation, and explains the laws of sanitation." The course is deficient in being too comprehensive in the 7B.

The children are too immature for the completion of the work prescribed in the 7A, while in the 7B the syllabus is too full. The scientific study of heat might be transferred to the 8A, where it would illuminate the geography previously taught, in the matter of atmospheric phenomena. There are "too many written reports of 'experiments in presence of teachers'—one-third written would be sufficient, the rest oral, allowing more time for explanation."

Municipal Government in School Curriculum.

On April 27, City Supt. William H. Maxwell of New York, spoke before the National Municipal League. In submitting the report of the committee on instruction he said that "moral and civic instruction should permeate the whole school life of the child," tho he holds that "no municipal subject under discussion, on which many opinions exist and which remains unsettled, should be a subject for school instruction."

"It would seem to be desirable," Mr. Maxwell continued "to include among the aims of the school some positive and constructive work for civic betterment, something which would broaden the thought of the pupils as to social needs, force them to exercise their judgment in planning school and neighborhood im-

provements, and train them to form some business habits in carrying out such a plan."

In recommending the study the report contains an outline for a course of instruction in civics.

"In the sixth year, a simple reading book on the subject will set the civic ideas (obtained in the elementary grades) in order. In the seventh year may be a review and a comparative enrichment. In the eighth year follows a sketch of the activities and mechanism of state and national government, with a short intense study of the municipality, its departments, officers, and ideals. Such, made luminous by the teacher, seems a sufficient presentation of the subject."

From correspondence with cities in different sections of the country it would indicate that, as yet, very little instruction in municipal affairs is given. Out of 200 cities only 120 answered the questions put to them.

"No city," said Dr. Maxwell "has an ideal school system. New York has not; Philadelphia has not. The question of whether executive power shall be concentrated seems not to be settled. In New York our system, so far as concentration is concerned, is good—if we have a good mayor. If the mayor is not desirable, his influence is baneful. No municipal subject under discussion should be a subject for instruction. For illustration, I might mention the question of municipal ownership. There is no generally agreed opinion on that and similar questions. The varied views of the teachers would only serve to confuse the young mind."

"It seems to be the first duty of the teacher in elementary or high schools, so far as municipal affairs are concerned, to encourage the child to be a close observer of actual conditions. For instance, the pupil should study how the dock system is managed, how the streets



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are cared for, how the police and fire departments, work is conducted, how traffic is controlled at concentrated points of travel, &c. Thus the child would be trained not only to learn something, but to observe. The latter faculty—that of observation—is not the least important.

"One of the important things to be taught in the schools to-day is this: Honesty is honesty in public as well as in private life, and dishonesty is dishonesty in public as well as in private life. If the children could be taught that the citizen must be as honest in public life as his neighbors think he should be in private life, the atmosphere of public life would be better."

Women Principals Protest.

For several months there has been much agitation regarding the clerical work in the New York city public schools. Attempts have been made again and again to send the teachers who are doing this clerical work back to the classroom. Now the committee proposes to abolish the clerical assistants and require teachers of the short day classes to do the work in addition to their teaching.

The Association of Women Principals is very much opposed to this plan, and has sent the following protest to the board of education:

"A system of accurate, uniform, and reliable records is a prime essential to successful school management. The clerical work of the public schools under the existing system is of sufficient bulk, intricacy, and importance to occupy the entire time of a clerical assistant in each school. It has been proposed in the interests of economy to abolish the position of clerical assistant and to substitute therefor the apportioned services of the teachers' staff.

"Such a change would be destructive of the fundamental requisites of accuracy, uniformity, and reliability, substituting the irresponsible and scattered efforts of many minds, already burdened with other duties, for the responsible and concentrated efforts of one mind, and by such change the burden of the principal's responsibility of supervision over the clerical details would be unreasonably increased."

The summer school of the Connecticut Agricultural college will be held at Storrs, Conn., July 6-28. Several prominent educators will assist the regular faculty. Tuition and room-rent will be free. Board can be had at \$4.00 per week.

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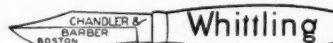
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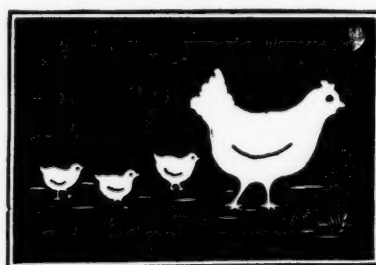
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The Ethical Culture School, situated at Central park west and 63rd street, New York, is to open an evening training school next year. The chief aim of the school will be to lay foundations of some promising leaders in the ranks of workmen.

When all the details of the work are completed, it is hoped that the course will include technical work, machine shop practice, general and tool machine work, pattern making, blacksmithing, cabinet making, printing, mechanical drawing, physics and mechanics, freehand drawing, and applied art. As academic work—mathematics, history, the English language, literature, and political economy.

Prof. Felix Adler, head of the Ethical Culture society, is to be represented this year by a new volume, which will be in a measure a supplement and enlargement of his first little book, reflecting the ethical point of view toward religion—"Life and Destiny." The new book will bear the title "The Religion of Duty," and will express in a more complete manner than has yet been done the purposes and ideals of the ethical culture movement. Professor Adler is so much a man of action that he has never been able to closet himself and write a book, and this volume is made up of selections from Dr. Adler's addresses, delivered in New York and elsewhere.

Commercial Schools Institution.

The American Commercial Schools institution was organized at Washington, D. C., April 18, 1905. The board of trustees consists of R. C. Spencer, Milwaukee, Wis.; George P. Lord, Salem, Mass.; Enos Spencer, Louisville, Ky.; John J. Eagan, Hoboken, N. J.; H. M. Rowe, Baltimore, Md.; James C. Monaghan, Washington, D. C.; M. Miller, New York, N. Y.; and Jerome B. Howard, Cincinnati, Ohio. The trustees have elected officers as follows: H. M. Rowe, president; R. C. Spencer, vice-president; John J. Eagan, secretary; and Enos Spencer, treasurer.

Two of the principal objects of the new institution are to maintain a general educational jurisdiction over the private commercial schools of the country, and to maintain courses of study for commercial teachers. An idea of the importance of this will be seen when it is realized that there are from 4,000 to 5,000 teachers employed in the 2,000 private commercial schools throughout the United States. These schools have an annual attendance of from two to three hundred thousand students.

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How to Know Bugs.

At the seventeenth annual meeting of the Association of Economic Entomologists, held recently in Philadelphia, the society recommended the general adoption of a uniform nomenclature for certain insects, these names being the ones internationally current among scientists. The following insects, among others, should henceforth be known as follows:

American cockroach—*Periplaneta americana* L.; bedbug—*Klinophilos lectularia* L.; boll-weevil—*Anthonomus grandis* Boh; carpet-moth—*Tricophaga tapetzella* L.; gypsy-moth—*Porthetria dispar* L.; house-fly—*Musca domestica* L.; San Jose scale—*Aspidiotus perniciosus* Comst; silkworm—*Bombyx mori* L.; tomato-worm—*Phlegethontius sexta* Joh.

With these names in mind, it is claimed that any bug on the scientists' list may be readily recognized.—*Harper's Weekly*.

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Here and There.

At the close of Southern Educational conference at Columbia, S., C., Robert C. Ogden, and invited party expected to visit some of the prominent educational institutions of the South. On their way to Charleston the special ran into a freight train, killing four of the train crew, and severely shaking up a number of Mr. Ogden's party. Mr. Farnam of Yale was severely injured. The following well known educators were among Mr. Ogden's guests:

The Rev. Samuel H. Bishop, the Rev. W. C. Bitting, John Graham Brooks, Dr. Wallace Buttrick, Dr. Edward T. Devine, Dr. A. S. Draper, New York state commissioner of education, Prof. Henry W. Farnam of Yale, Dwight Kellogg, the Rev. Dr. Arthur B. Kinsolving, Seth Low, St. Clair McKelway, Bishop W. N. McVickar, Dr. Edwin Knox Mitchell, Robert Treat Paine, George Foster Peabody, and the Rev. Dr. H. B. Frissell of Hampton institute.

The teachers of Derry, N. H., held an institute on April 28. The exercises were under the direction of Prof. Henry C. Morrison, state superintendent of public instruction. Among the speakers were Prin. W. H. Huse of Manchester, Prof. C. M. Weed of the Lowell normal school, and Supt. Charles W. Bickford of Manchester.

A large school of whales has made its appearance in Cape Cod bay. Formerly whales were numerous there, and extensive oil works were supplied by Provincetown whale hunters, but the last whale seen in the bay was in 1879. The appearance of the present school has created great excitement all over the cape.

Congress, just before its adjournment, passed an act giving to the George Washington university power to increase the number of its trustees and to organize affiliated colleges for the purpose of carrying on special lines of educational work in the arts and sciences, such colleges to be educationally a part of the university system. The bill further provides that the university may enter into relations with institutions outside of the District of Columbia for the purpose of giving to them the advantages of the George Washington university, and the departments of the government which are open to students.



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Educational Campaign in West Virginia.

During the week of April 24, a party of educators made quite a tour thru West Virginia. The object of this campaign was to awaken greater interest thruout the state in educational work, with the hope that the present school system might be improved. Another tour of the same character was begun at Piedmont on May 3, and will extend into the interior of the state, closing at Parkersburg on May 12.

A third tour, occupying all the second week of May, will extend from Shepherdstown to Wheeling along the line of the Baltimore & Ohio railroad. Dr. A. E. Winship, of Boston, will be the leading speaker on the first tour, and Hon. W. W. Stetson, state supt. of Maine, on the second. They will be accompanied by members of the faculty of the West Virginia university, and other educators will be called to their assistance as occasion offers. Sections of the state not reached by these tours will receive special attention at a later period during the institute season. State Supt. Thos. C. Miller will visit as many points as possible.

Among the topics that will be emphasized at these meetings will be longer school terms, better salaries for teachers, competent supervision, the consolidation of schools, the adornment of the school room, and the improvement of school grounds, together with plans for establishing school libraries and other helpful agencies that will assist in the educational and industrial development. It has been requested that members of boards of education and trustees attend these meetings, as much that relates to their official duties will be discussed. Every county superintendent, too, within reach of any of the meetings is urged to be present and to bring with him as many teachers as he can induce to attend.

West Virginia to-day has many interests claiming the attention of her people. Her coal, oil, gas, and lumber interests are valuable; her revenue system is important; her manufacturing and agricultural progress should be encouraged, and her fruit-growing and other industries should be further developed. All these are important considerations, but they are not to be compared with the education and training for good citizenship of the third of a million boys and girls in her public schools.

State Superintendent Miller is working hard to improve the conditions of the West Virginia schools. It is hoped that this educational campaign may lead the people of the state to take advance steps along educational lines.

The Carnegie institute has done something to remove the reproach brought against the United States by foreign artists that there is small welcome for their wares on our part, save thru the agency of the dealers who import European pictures. Our own painters on the other hand, consider it a grievance that the dealers have preferred foreign to native work and use their capital and skill as salesmen to the advantage of Europeans; and our artists who manage the regular annual exhibitions in New York and other cities feel this discrimination so keenly that they do not go out of their way to invite the foreigner; generally speaking they adhere to native work alone. Owing to the disadvantages under which the home artists labor, this attitude, if it cannot be altogether commended, is at least understandable. But the continuance of this position is not probable in view of the frequency of world's fairs and that example of international exhibitors set by the Carnegie institute.—Charles De Kay, in *Leslie's Magazine* for April.

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The Program for 1905-6.—The courses of reading planned for promise to be of even greater usefulness and interest than those of last year. The co-operation of several valued friends makes possible a rich program partially suggested in the following outline:

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Summer Schools and Institutes.

The institutes of Oregon will be suspended this year, an educational congress being held instead. The congress will be in connection with the Lewis and Clark exposition and will be under the auspices of the State Teachers' association, together with the committee of congresses appointed by the exposition. The meeting will commence August 28 and will probably continue one week.

The teachers of Hot Springs county, Ark., are to have a summer institute, after four years without any. Prin. R. H. Freeland, of the Malvern, Ark., graded school, and Prof. W. P. Johnson, who is regarded as one of the most experienced teachers in primary work in the state, will have charge of the institute.

The summer school of the Connecticut Agricultural college will be held at Storrs, Conn., July 6-28. Several prominent educators will assist the regular faculty. A number of specialists will conduct courses in ornithology, entomology, botany, floriculture, landscape gardening, forestry, and fruit and vegetable growing. Tuition and room-rent will be free. Board can be had at \$4.00 per week.

The Chautauqua institution has issued an attractive booklet entitled "Chautauqua Hand Book of Accommodations." Any one expecting to attend the assembly the coming summer should send for this useful guide.

In the summer schools there has been one change of importance. This is the introduction of the school convocation. Each week a series of five lectures will be given by some eminent specialist in educational method and practice.

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Frank C. Clark, 113 Broadway, New York, is arranging a splendid tour. On July 1, a party will leave Boston on the specially chartered twin screw Calendonias for Glasgow, Ireland, Scotland, England, Belgium, and France will be visited. The members of the party will enjoy the best of accommodations. The length of the trip will be thirty-three days, and the cost, which will cover everything, omnibuses, fees, sight-seeing, drives, etc., is \$245. There is another tour, over a slightly different route for \$280. A side trip to Switzerland and up the Rhine for \$70, and a trip to Italy for \$100. The return tickets across the Atlantic are good for a year.

Institutes in Tennessee.

State Supt. S. A. Mynders of Tennessee, proposes to have six state institutes this year; two in each grand division of the state. He hopes to induce the state to give financial assistance to as many county institutes as possible.

Last summer nine white and three colored state institutes were held, all of which were given state assistance.

Summer Schools of Music.

The New School of Methods in Public School Music will have two sessions during the coming summer. One session will be held in Boston, July 11 to 27, at the Whitney International School of Music, 246 Huntington avenue. The other session will convene in Chicago, Aug. 7 to 19, at the Abraham Lincoln Center, corner Oakwood boulevard and Langley avenue.

Both of the schools are under the direction of the American Book Company. They are designed to afford to all who are engaged in public or private instruction an opportunity to study music as an integral part of the school curriculum.

The school offers superintendents and principals an exceptional opportunity to come into close touch with school music, giving a general view of the system, its pedagogic relationships, and as much technical instruction as one's interest in the subject may inspire.

It is gratifying to note that the New School of Methods in public school music is rapidly gaining the confidence of teachers. From the practical work done many have been enabled, not only to increase their efficiency in teaching, but to increase materially their remuneration.

The following experienced teachers appear on the faculty:

In the Boston school: Thomas Tapper, joint author of the "Natural Course in Music," "First Studies in Music Biography," "Pictures from Lives of Famous Composers," "The Music Life," etc., and editor of *The Musician*—instructor in form, melody, and harmony, and in history of music. Hollis E. Dann, assistant professor of music in Cornell university, director of music in the public schools of Ithaca, N. Y.—instructor in methods, lecturer on pedagogy of school music chorus conductor. Charles D. Rice, director of music, in the public schools of Worcester, Mass., member of the program committee of the Worcester musical festival, author of the Worcester manual—instructor in pedagogy and methods. Joseph Mischka, director of music in the public schools of Buffalo, N. Y.—lecturer on music and music instruction. Emory P. Russell, director in the public schools of Providence, R. I., and Rhode Island normal school—instructor in pedagogy and sight reading, and dean of the faculty. Arthur Elson, author of *Modern Composers*, *Woman in Music*, etc.—lecturer on modern composers and their works. Accompanist, Albert E. Greenhalgh, supervisor of music, Hazleton, Penn.

In the Chicago school: Thomas Tapper, (see above.) Walter Aiken, superintendent of music in the public schools of Cincinnati, Ohio,—instructor in methods and lecturer on the pedagogy of school music. Mrs. Francis Elliott Clarke, supervisor of music in the public schools of Milwaukee, Wis., and institute music director—instructor in art

of teaching, chorus conductor, lecturer. Mrs. Jessie L. Gaynor, author of "Songs of the Child World," "Songs and Scissors," etc.—instructor in ear training, lecturer on song interpretation. Nathaniel Butler, A. M., D. D., professor of education in the University of Chicago—lecturer on education. Accompanist, Frederick Flemming Beale, pianist and composer, St. Joseph, Mo.

Any further information will be gladly furnished by Miss Mary R. Pierce, 521 Wabash ave., Chicago, Ill., or J. E. M. Collins, care American Book Co., 93 Summer street, Boston, Mass.

Institute of Normal Methods.

The two sessions of the American Institute of Normal Methods are to be conducted in Chicago and Boston the coming summer under the supervision of Silver, Burdett & Company. In the prospectus the house calls particular attention to modern methods in musical education, saying that it is a contradictory condition in all education that the very definiteness of the underlying structure of each particular subject and the ease with which the elements constituting this structure lend themselves to systematic arrangement tend only to mislead the teacher, and, in her first efforts, to put her on the wrong track. All those acquainted with the development of educational methods know that it has been necessary for each branch of study to pass thru a variety of experiments and tests before arriving at a rational method for the child.

The Eastern summer session will be held in the New England Conservatory of Music, Boston, Mass., July 11 to July 28. The Western session will be in July, but the dates have not, as yet, been definitely settled upon. The faculty for the Chicago school as announced will be, for the vocal music department: Robert Foresman, of New York, manager; Miss Eleanor Smith, of the Chicago School of Education; Herbert Griggs, director of music in Denver; Miss Anna M. Allen, supervisor of music, Peoria, Ill.; Miss Nannie C. Love, supervisor of music, Muncie, Ind.; Miss Alice L. Garthe, supervisor of music, Chicago; Will Earhart, supervisor of music, Richmond, Ind. Drawing department, Miss Cora A. Reid, director of drawing, Hannibal, Mo.

Literary Items.

Eaton & Company, of Chicago, have published in the *New Era* series a "History of the United States," by Alma Holman Burton, with maps of the scene of action and portraits of the actors in the wondrous human drama of the western hemisphere.

G. E. Stechert & Co. have just brought out the second edition of W. Carew Hazlitt's "Schools, School-Books, and Schoolmasters," a contribution to the history of educational development in Great Britain.

The contents of *Country Life in America* for May are so rich and varied that

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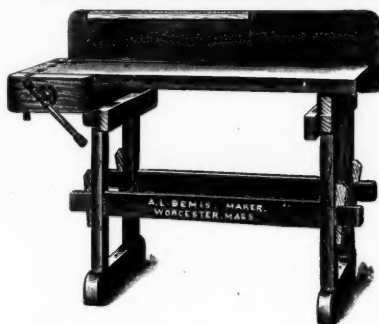
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one hardly knows where to begin to describe them. For attractiveness we rather think the article on "Photographing Flamingoes in their Rookery," by Frank M. Chapman, takes the lead. It is evident that these photographs were obtained at the expenditure of a vast amount of time and patience. The magnificent flamingo cover design is also by Mr. Chapman. Among the other illustrated articles we will mention "Fifty-two Per Cent. a Year from Catalpa," by Arthur Huntington Gleason; "Country Homes of Famous Americans, XIV. Horace Greeley," by Oliver Bronson Capen, and "Bronco 'Busting' and the Cowboy," by A. W. Dimock.

Mr. Russell Sturgis is generally recognized as one of the foremost American writers on art, and anything that he offers is always sure of an audience. During the season of 1904 he delivered at the Art Institute of Chicago a series of six lectures which are to be published this spring by A. C. McClurg & Co. They will be brought out under the general title of *The Independence of the Arts* and will be most profusely illustrated, the result being a most comprehensive and useful handbook.

An important work upon "Chemical Analysis" as applied to the assay of fuels, ores, metals, alloys, salts, and other mineral products, has recently been issued. The author is Prof. Eugene Prost, of the University of Liege, and the translation has been made by J. Cruickshank Smith. The work is issued in this country by D. Van Nostrand Company. It is an octavo volume containing 300 pages.

The Putnams have in preparation a new work on psychic research. This book originated in France, being the record of a series of impartial experiments made by the celebrated scientist, M. Joseph Maxwell. Mrs. Finch has prepared the translation, which will be issued under the title *Metaphysic Phenomena*. The French edition contained a preface by Prof. Ch. Richet, which will be included in the English book, together with a special introduction by Sir Oliver Lodge.

Gardner W. Allen's new book on *Our Navy and the Barbary Corsairs* has at once been added by the bureau of equipment to the approved list of books for crews' libraries in the U. S. navy. Mr. Cyrus Townsend Brady says of this book: "It fills a gap in our naval history which no one has taken the trouble to close before. While the war in the Mediterranean has been treated at more or less length in general histories and in biographical sketches, this is the first connected discussion of it, and Mr. Allen's book is worthy of the importance of the subject. Had it not been for the war in Tripoli our navy certainly would never have won the brilliant successes which immortalized it in 1812. The book should be in the hands of every patriotic American." (Houghton, Mifflin & Company, Boston.)

"The French Men of Letters" series announced by J. B. Lippincott Company, and of which the first volume, "Montaigne," by Prof. Edward Dowden, is to be issued immediately, is intended to fill a distinct gap in the world of criticism, biography, and French literature not accessible to us in English.

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Linebarger's "Elementary Chemistry" excels in comprehensiveness of treatment, in clearness of statement, in its excellent discussions of commercial processes, and in general up-to-dateness. Mechanically it is especially attractive.—Harry Clifford Doane, Instructor in Chemistry, Central High School, Grand Rapids, Mich.

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I have used Linebarger's "Laboratory Manual for Elementary Chemistry" since the beginning of the school year and have found it an admirable work. It is particularly serviceable in that the laboratory directions are complete and plain enough to enable the pupil to work by himself. I recommend the work highly.—W. H. Averill, Instructor in Chemistry, Highland Park High School, Highland Park, Ill.

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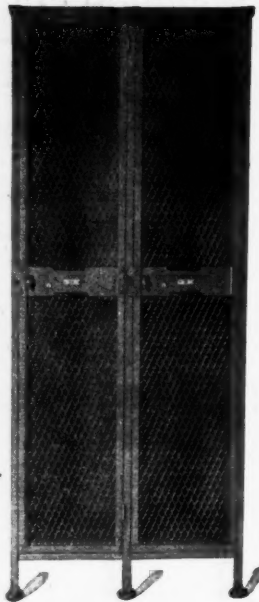
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The Clayton F. Summy Company, 220 Wabash avenue, Chicago, have published "Faith and Praise," a sacred cantata, the words of which are taken mainly from the Bible.

The sale of Owen Kildare's book, "My Mamie Rose—The Story of My Regeneration," has been extraordinary. Eight editions have been issued and yet the sale is just as active as at first. The publishers, the Baker & Taylor Company, have just issued an edition in cloth that sells for \$1.00. The previous edition, at \$1.50, will be kept in stock. The reason for putting it in a cheaper edition is that the text, altho an autobiography, has gripped as no book, outside the field of novels, has gripped its readers in many a year. The demand for it seems to class it with works of fiction.

The Freedom of Life, by Annie Payson Call, author of "Power Thru Repose," published by Little, Brown & Company, may well be called "the gospel of orderly living." Miss Call attempts to show, in her new book, how in the main affairs of life one may be spared pain and annoyance, avoid the distressing waste of nervous force, and gain new life and power for work.

D. Appleton & Co. have just issued book 3 of Young and Jackson's "Arithmetics," which has already been acknowledged a most successful series of text-books in leading a child to think. Much oral work precedes the written work in each topic. The order of topics has been determined to meet the needs of the child mind, and the fine illustrations are eminently fitted to teach thru the eye.

"How to Live Forever" is the title of a remarkable book written by Henry Gaze, and published by the Stockham Publishing Company, 70 Dearborn street, Chicago. He assumes that if a person lives in the knowledge that he need not die, he will cease to expect death, and consequently prepare to live. There is much in the book that everyone wants to know.

Dodd, Mead & Co., have bought the entire library of the late Frederick Locker Lampson, the English poet and Shakesperean student. This library contains about one thousand volumes, dating from 1480 to 1880.

Advanced Geography, by Charles F. King, master Dearborn school, Boston, Mass.—The two-book series in which *Elementary Geography* has been published will be completed by the publication of this book. Emphasis is placed on the concrete rather than the abstract. The human "element" is made the basis. People of the earth are visited *where* they live; the physical is amply described, but *how* they live is the key note. Biographical correlation, connecting great men with their birthplaces, i. e., Napoleon with the Island of Corsica, is introduced in a novel way. Commerce and industries are given greater emphasis than physiography. For the first time in any geography the natural order is followed. Details are given first and general deductions follow. The child thinks in this order, the book should teach in this order. The maps are unequalled in quality and variety. The text is interesting and pedagogic. (Charles Scribner's Sons, New York. Price, \$1.20 net.)

Karl Heinrich, *Erzahlung von Wilhelm Meyer-Forster*, edited with introduction, notes and vocabulary by Herbert Charles Sanborn, A. M., Bancroft school, Worcester, Mass. The story of Wilhelm Meyer-Forster's "Karl Heinrich," which was received everywhere in Germany with such high favor, has been made known to a large number of students in America thru Mr. Mansfield's popular play of "Old Heidelberg."



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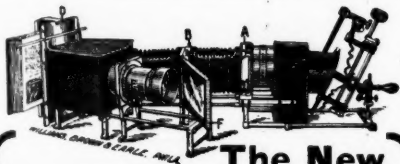
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might have been objectionable in the
class-room, and has been corrected for
the new spelling as laid down in the la-
test orthographical dictionaries of Duden
and Matthias.

Newson & Company have also issued
recently, "Graded Composition Lessons"
in 3 parts, by Marcelia McKeon, public
school No. 76, New York city.

Pres. Cyrus Northrup of the Univer-
sity of Michigan, in writing of *The
Right Life* by Henry A. Stimson, says:
"It is a work which every intelligent
parent ought to be glad to have his chil-
dren read, and which every wise teacher
would be pleased to put into the hands
of his pupils. It deals in a simple and
practical way with the essentials of a
true life, and points out clearly the good
to be sought and the evil to be shunned.
It has not the slightest flavor of the pul-
pit. Its chapters are brief, clear, interest-
ing, and its scope such as proves its
right to the comprehensive title which it
bears. I wish that all the young people
in our homes, our schools, and our col-
leges would carefully read it. I am sure
that for many of them it would produce a
noble life." (A. S. Barnes & Co.)

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terest at the National Capital, including
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sour stomach and to keep the bowels in good con-
dition. They are very nice to eat."

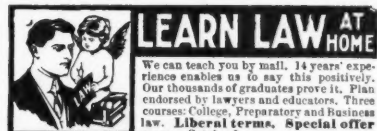
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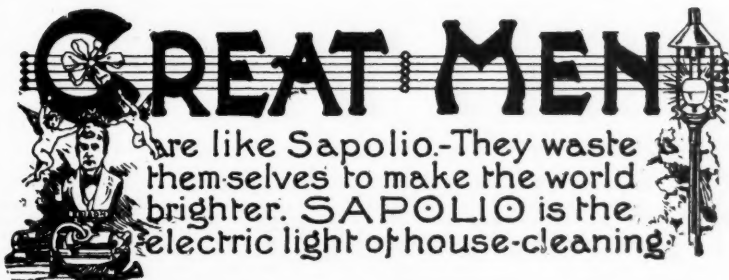
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Mixed-up English.

The curious blunders sometimes made
by people unaccustomed to being in the
presence of celebrated men are illustrated
in two anecdotes of the late Senator M.
S. Quay, which have just come to light.

On one occasion Quay attended services
at a little country church in the interior
of Pennsylvania, and one of the deacons,
awed by the presence of the senator, met
him in the aisle with the remark,

"Ah, Senator, excuse me, but will
you—you ouceupew my pie?"

At another time Quay was compelled to
dine at a table with a number of strangers.
One of the strangers knew Quay only by
sight, and, altho he desired the salt,
which was on the senator's side of the
table, was too much overcome by the
presence of a United States senator to
ask for it. Finally, however, he blurted
out,

"Senator, may I trouble you with the
salt?"

Senator Quay understood and troubled
him with it.—*Harper's Weekly.*

"Life Saving at the Zoo," by George
Jackson Kneeland, "The Lighter Side
of Motoring," by Lee S. Pratt, and
"The Truth About Food Adulteration,"
by Henry Irving Dodge, are some of the
illustrated articles in the *Woman's Home
Companion* for May.

It is a question often asked by brain-
workers (who feel what is called "brain-
fag"), "What can I do to restore fresh-
ness to my nervous system?" It is the
day of nervous overwork; there is anxiety
and care; there is too much thinking,
and it may be added, too much intellec-
tual straining. Of course rest is essen-
tial, but proper food is also essential.
That is to say, the person who uses his
nerves all the time must see that these
nerves are replenished. Dr. Lambert
used the term "brain food," and coun-
seled the teachers to see that such was
provided for them. Probably the best
special preparation is Crosby's "Vital-
ized Phosphites," which has been before
the public for a half a century. It was de-
vised by one of the most noted New
York physicians for patients of his who
seemed to be wrecked nervously; it be-
came well-known to physicians general-
ly in New York city, and in this way
came into use. It is but little advertised;
only such as teachers, clergymen, and
editors who live by their brains will think
of seeking food for them. It is not a
tonic or stimulant; it is simply a combi-
nation of phosphites from ox brains and
wheat germs.

Reduced Rates to Pacific Coast Points.

Via Pennsylvania Railroad, Account Lewis
and Clark Exposition and Various
Conventions.

On account of the Lewis and Clark Ex-
position, at Portland, Ore., June 1 to
October 15, and various conventions to
be held in cities on the Pacific coast dur-
ing the summer, the Pennsylvania Rail-
road company will sell round-trip tickets
on specified dates, from all stations on
its lines, to San Francisco and Los An-
geles, April 9 to September 27; to Port-
land, Seattle, Tacoma, Victoria, Van-
couver, and San Diego, May 22 to Sep-
tember 27, at greatly reduced rates.

For dates of sale and specific infor-
mation concerning rates and routes, consult
nearest ticket agent.

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